

***Milford ESOL Program  
Local Compliance Plan***

**September 15<sup>th</sup>, 2014**

**Section 1:**

***ESOL Program  
Introduction***

## **VISION**

We will enable Milford ESOL students to be able to contribute and adapt successfully in academic and social settings.

## **PURPOSE**

The purpose of the ESOL Program is to ensure that all children in Milford are provided an equitable and appropriate education. The federal and state support for the program rests on the premise that no student in the United States “can be discriminated against on the basis of national origin, race or gender.” (1964 Civil Rights Act, Title VI)

## **GOALS**

1. To identify potential ESOL students through the Home Language Survey or by referral.
2. To assess students identified by the HLS or referral.
3. To provide an instructional plan for each ESOL student in order to develop his/her communicative and cognitive skills and content area knowledge by providing appropriate instruction and support so that s/he can function with English-speaking peers and reach his/her personal learning potential.
4. To provide instructional activities for ESOL students that advance their understanding of the cultural norms and appropriate social behaviors necessary for effective interaction with their peers and teachers.
5. To have an assessment plan that informs how ESOL students are taught, monitored, and later re-assessed.
6. To develop and implement a program process which incorporates:
  - a. participation by and cooperation among ESOL teachers, administrators, and support personnel,
  - b. ESOL professional development,
  - c. a coordination team and plan,
  - d. parental/guardian involvement.

## **ESOL DISTRICT-WIDE TEAM**

### **District-Wide Team Composition**

- Director of Curriculum (serves as ESOL Supervising Administrator)
- ESOL Teacher
- Administrator or Administrator designees from Elementary, Middle, High Schools
- Four Teachers (one from each building)
- Special Education Administrator or designee

### **District-Wide Team Member Roles and Responsibilities**

- To update the ESOL plan annually
- To advocate for ESOL students and the ESOL program
- To guide the development of protocols for ESOL programming, transitions and continuity of service District-wide
- To provide input about ESOL training needs
- To provide input for the ESOL self study

### **District-Wide Team Selection Criteria**

Team members from each building will be recruited at their respective building/level by the principal.

### **Terms of Service/Changes in Membership**

All members will serve a two-year term with membership rotating bi-annually. A person may serve consecutive terms. Any open positions will be filled as needed.

### **Meeting Schedule**

The regular annual meeting of the District-Wide Team will take place in early spring (March-April). Special meetings, when necessary, will be called by the ESOL Supervising Administrator and/or ESOL teacher.

# **ESOL PERSONALIZED LEARNING TEAM**

## **Personalized Learning Team Composition**

### **At least 3 of the following:**

- ESOL Teacher
- Classroom Teacher
- Parent/Guardian
- Other staff members who work with the student (as needed): ESOL Associate, Guidance Counselor, ESOL Administrator, Title I Tutor, etc.

## **Personalized Learning Team Roles and Responsibilities**

- To advocate for the individual ESOL student
- To review ESOL achievement data
- To provide input to the ESOL personalized learning plan
- To assist in the development of goals and provide input about delivery of service
- To determine reclassification status
- To assist in planning for transitions between buildings

## **Communication and Meeting Protocols**

Parents/guardians, school personnel, or the ESOL teacher may request a meeting. This meeting will be scheduled at the discretion of the ESOL Teacher. For students receiving direct services, an end-of-year meeting will be held to facilitate transition.

**Section 2:**

# *Registration*

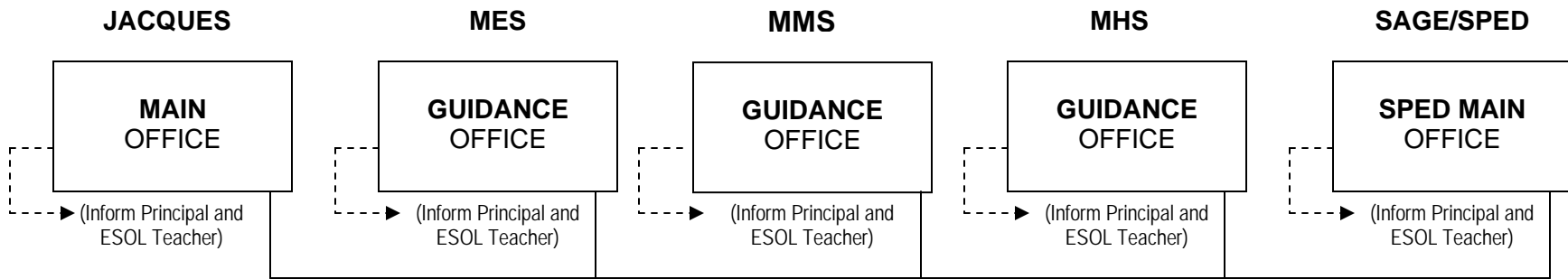
## **REGISTRATION PROCESS**

1. Complete Student Registration Form in Guidance/Main Office, including the Home Language Survey for all registrants.
2. If a family lists any language other than English on the Home Language Survey, send the completed Home Language Survey to ESOL Teacher at Heron Pond.
3. Initially place student into classes/classroom.
4. Within 30 days of registering or 15 days if after the start of school, the ESOL Teacher will complete intake testing and evaluation to determine placement and eligibility.
5. ESOL Personalized Learning Team will meet to determine level of service.

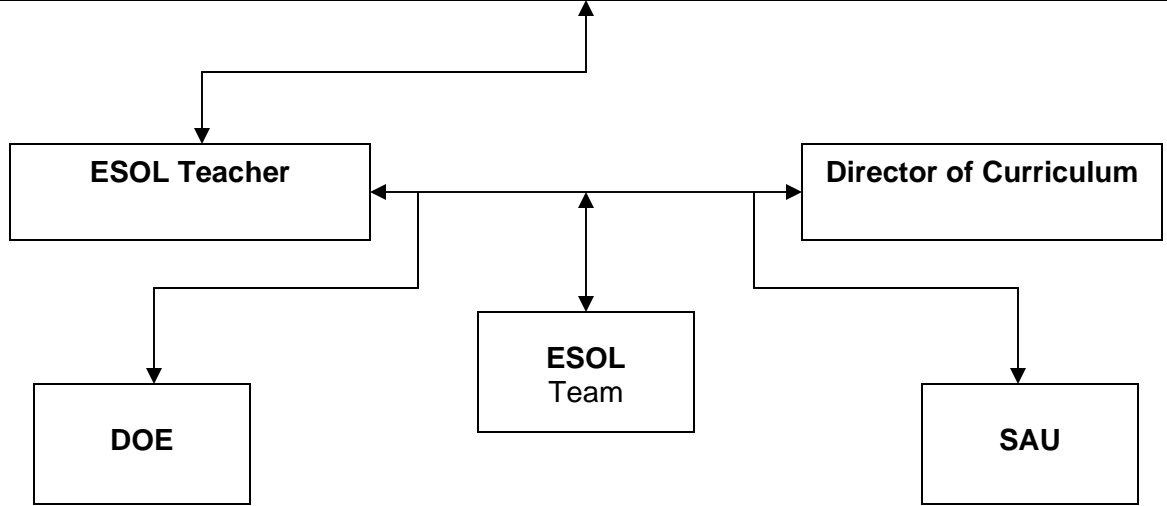
# ESOL COMMUNICATIONS FLOWCHART

**STUDENT REGISTRATION/HOME LANGUAGE SURVEY/  
STUDENT HISTORY**

## BUILDING CONTACT:

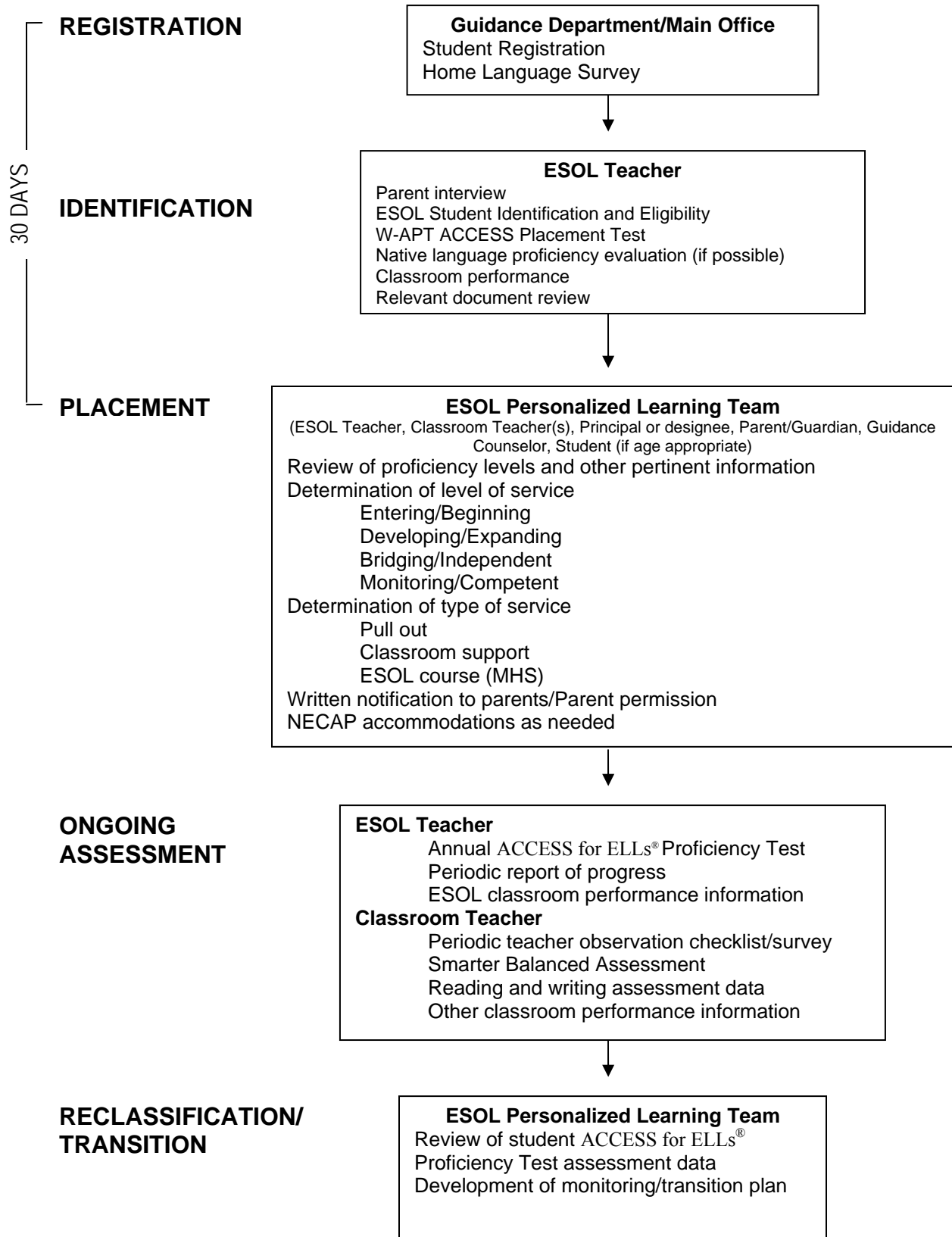


## DISTRICT:





# ESOL Referral and Monitoring Process



## Home Language Survey

School: \_\_\_\_\_ District: \_\_\_\_\_ Date: \_\_\_\_\_

Student Information			
First name:	Last name:	Date of Birth:	Gender: <input type="checkbox"/> female <input type="checkbox"/> male
Country of Birth:		Date first enrolled in a U.S. school: Month _____ Year _____	Current grade:

Family Information	
Name of parent/legal guardian:	Phone number:
Address:	<input type="checkbox"/> Please translate school notices. Language _____

Questions for Parents/Guardians	Response
Please list all languages spoken in your home.	
Which language did your child first hear or speak?	
<b>If English is the only language listed, stop here. If another language is listed, please answer the rest of the questions.</b>	
Which language(s) do you speak to your child?	
Which language(s) does your child speak at home with adults?	
Which language(s) does your child speak at home with other children?	

For parents and guardians: If a language other than English is listed above, an ESOL teacher will test your child to find out if he or she can speak, understand, read, and write well in English. The results will be sent to you within 30 days. Based on the results of the test, your child may be eligible to enroll in an English language (ESOL) class at school. Parents/guardians may accept or decline ESOL program services for their child.

**Instructions for survey administrator:**

1. Please provide an interpreter when necessary.
2. If responses indicate a language other than English, please contact the ESOL teacher and provide her/him with a copy of this survey. Date of referral to ESOL teacher: \_\_\_\_\_
3. File original Home Language Survey in student's cumulative folder.

# Home Language Survey

English/Spanish/Portuguese

(CENSO DEL IDIOMA PRINCIPAL QUE SE HABLA EN EL HOGAR)  
(PRIMEIRO CENSO DE CASA)

**Federal mandates require that we ask parents to complete a Home Language Survey to identify and provide services for non-English proficient students.**

(Por mandato federal se nos exige que le pidamos a los padres que completen este censo y que indiquen el idioma principal que se habla en el hogar. Así podemos identificar y proveer servicios para los estudiantes que no dominan el Inglés.)

*(Mandatos Federais requerem que nós solicitemos aos pais que completem este censo linguístico com o objetivo de identificar e prover serviços a estudantes habilitados que não tem o inglês como primeira língua).*

**Name of Student:**

(Nombre del Estudiante):

(Nome do Estudante):

**1. Is English your child's only language?**

Yes

No

¿Es el Inglés el único idioma de su hijo?

Si

No

*O inglês é a unica língua de seu filho(a)?*

Sim

Não

**If you responded "Yes", please stop here.**

Si respondió "Sí", por favor pare aquí.

*Se você respondeu "sim" à pergunta nº 1 acima, por favor pare aqui:*

**If you responded "No" to question 1 above, please answer the following questions:**

Si respondió "No" a la pregunta 1, por favor responda las siguientes preguntas:

*Se você respondeu "Não" para à pergunta nº 1 acima, responda as seguintes perguntas:*

**2. What language did you child first learn to speak?** \_\_\_\_\_

¿Qué idioma aprendió primero su hijo/a a hablar?

*Que língua que a sua criança aprendeu quando ele(a) começou a falar?*

**3. What language does your child most frequently speak at home?** \_\_\_\_\_

¿Qué idioma habla su hijo/a con más frecuencia en el hogar?

*Que língua que o seu filho(a) mais fala frequentemente em casa?*

**4. What language is most frequently spoken to your child?** \_\_\_\_\_

¿Qué idioma se le habla con mas frecuencia a su hijo/a?

*Que língua é mais falada com seu filho(a)?*

**5. Please describe the language understood by your child. (Check only one)**

Por favor describa el idioma entendido por su hijo/a. (Marque sólo uno)

Por favor indique qual é a língua que seu filho(a) entende. (Marque somente um)

- A.  **Understands only the home language and no English.**  
Entiende solamente el idioma del hogar y no el Inglés.  
*Entende somente a primeira língua e não entende inglês.*
- B.  **Understands mostly the home language and some English.**  
Entiende mayormente el idioma del hogar y algo de Inglés.  
*Entende mais a primeira língua e um pouco de inglês.*
- C.  **Understands the home language and English equally.**  
Entiende el idioma del hogar y el Inglés por igual.  
*Entende a primeira língua e o inglês igualmente.*
- D.  **Understands mostly English and some of the home language.**  
Entiende mayormente Inglés y algo del idioma del hogar.  
*Entende mais o inglês e um pouco da primeira língua.*

**For parents and guardians: If a language other than English is listed above, an ESOL teacher will test your child to find out if he/she can speak, understand, read, and write well in English. The results will be sent to you within 30 days. Based on the results of the test, your child may be eligible to enroll in an English language learner (ELL) class at school. Parents/guardians may accept or decline ESOL program services for their child.**

Para los padre(s) o tutores : Si arriba puso un idioma que no es el Inglés, un maestro de ESOL (Inglés como segundo idioma) le dará a su hijo/hija un examen para saber si puede hablar, entender, leer y escribir bien en Inglés. Recibirá los resultados dentro de 30 días. Basado en los resultados del examen, su hijo/hija será elegible para matricularse en la clase de Inglés (ELL). Los padre(s) o tutores pueden aceptar o negarse a los servicios del programa (ESOL) para su hijo/hija.

Para os pais e tutores: Se houver outro idioma além do inglês listado acima, um de nossos professores de ESOL irá testar o seu filho para averiguar se ele(a) pode falar, entender, ler e escrever bem em inglês. Os resultados serão enviados à você em um prazo de 30 dias. Conforme o resultado do teste, seu filho(a) poderá ser qualificado(a) a matricular-se na classe de inglês de ESOL da escola. Os pais /tutores poderão aceitar ou rejeitar os serviços do programa de ESOL para o seu filho(a).

**Birth Place** \_\_\_\_\_

Lugar de Nacimiento

*Lugar de nascimento*

**Date entered U.S. school** \_\_\_\_\_

Fecha de llegada a la escuela de los Estados Unidos

*Data de entrada em escola de nos Estados Unidos*

**Birth State** \_\_\_\_\_

Si nació en E.U., en que Estado

*Estado em que nasceu*

**Years of Schooling Outside U.S. Schools** \_\_\_\_\_

Años de educación en el país natal

*Anos de ensino no seu país*

**Birth Country** \_\_\_\_\_

País de Nacimiento

*País de Nascimento*

**Highest Grade Completed outside U.S. Schools**

Último grado terminado en el país natal

*Até que série*

# ESOL Student Identification and Eligibility

(for use of ESOL Teacher)

### Home Language Survey

Name of student \_\_\_\_\_ School \_\_\_\_\_  
Survey received by \_\_\_\_\_ Date received \_\_\_\_\_

Follow-up questions about eligible ESOL student	ESOL Teacher's notes
Did your child attend school outside the U.S.?	<input type="checkbox"/> No <input type="checkbox"/> Yes    Country _____ Circle grades completed: K 1 2 3 4 5 6 7 8 9 10 11 12
Has your child ever attended English Language (ESOL) or Bilingual classes?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Which language(s) does your child read?	
In which language(s) does your child write?	
Has your child had any difficulties with learning?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has your child ever been absent from school for a long period of time? (health)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has your child's education ever been interrupted for a year or more?	<input type="checkbox"/> Yes <input type="checkbox"/> No

### Screening and Eligibility Status

Date of screening \_\_\_\_\_ Test used \_\_\_\_\_

Composite score \_\_\_\_\_ Comprehension \_\_\_\_\_

Speaking \_\_\_\_\_ Listening \_\_\_\_\_ Reading \_\_\_\_\_ Writing \_\_\_\_\_

Eligible for ESOL services?  Yes     No    Recommended instructional level \_\_\_\_\_

Recommended intensity of services \_\_\_\_\_

Due date to notify parent/guardian of student's eligibility to enroll in ESOL program \_\_\_\_\_  
(within 30 days of beginning of school year or within two weeks of screening if enrollment after start of school year)

### ESOL Program Placement

Start date \_\_\_\_\_ Parent/Guardian declines ESOL services: Letter received \_\_\_\_\_ Date \_\_\_\_\_

Student moves \_\_\_\_\_ is withdrawn from \_\_\_\_\_ ESOL program    Date \_\_\_\_\_

**Section 3:**

***ESOL Regulations  
and  
Equal Access***

## Definitions and Clarifications

**Compliance Plan:** A written plan, based on the NH Legal Compliance Guide, Equal Education Access, that explains how the SAU will comply with federal laws and state guidelines in providing English language instruction to limited English proficient students. The Compliance Plan is based on the SAU's mission to educate all children equitably. (Also called an ESL Compliance Plan, ESOL Compliance Plan, or Lau Plan.)

**EL:** English Limited. See LEP.

**ELL:** English Language Learner. A term referring to students learning English as a new language; frequently used by the federal government instead of "limited English proficient."

**ESL:** English as a Second Language. This is a term being used less in New Hampshire as more refugee children arrive here after living in two or more countries, so that English is their third or fourth language.

**ESOL:** English for Speakers of Other Languages. This term has now been adopted by the NH Department of Education. "ESOL" can refer to the program, the student, or the teacher, although the term "LEP" is usually used to refer to the student.

**ESOL Evaluation Plan:** A brief plan for evaluating the ESOL program at a school or district. It can be a checklist adapted from Parker's *Implementing Educational Services for Limited English Proficient Students* or a longer plan. It should include an update and evaluation of the program's budget and staffing needs, as well as an evaluation of the effectiveness of instructional services to students as shown by test scores.

**Home Language Survey:** A form written in English or, ideally, in the home language of the student, which is completed by the student's family or primary caregiver, sometimes with the help of a translator. The Survey identifies the student's language background and skills. Their status as an immigrant is asked for the purpose of allowing the district to apply for additional federal funds (Emergency Immigrant Grants), rather than determining legal status.

**LEP: Limited English Proficient.** This term often covers a wide range of English language abilities, from basic but often inaccurate use of pronunciation, grammar, syntax to very good control of Basic Interpersonal Communication Skills (BICS) or "social English." These students may also demonstrate increasing control of Cognitive Academic Language Proficiencies (CALPs) or "academic English," the ability to learn and achieve success in the mainstream classroom. "Limited" also refers to midlevel scores on assessments of Oral, Reading, and Writing skills in English when the three levels are "nonfluent," "limited," "fluent/competent." The following categories may also be considered as LEP:

**NEP: Non-English Proficient:** A student in this category exhibits little or not comprehension of English when spoken to and tests as "non-fluent" in one or more of the four domains of listening, speaking, reading and writing in English.

**TEP:** Transitional English Proficient: LEP students who are classified as TEP, after language proficiency testing and a review of academic progress, are on their way to "full fluency" in all four domains but may not have fully-developed competency in academic language (CALPs).

TEP students need support services in mainstream classes and may need advanced ESOL instruction.

And, when appropriate, the following categories may also be counted as LEP:

***Monitored:*** Released or “exited” from daily ESOL services due to a student’s being reclassified as proficient or “fluent” in English, but still needing oversight (checking with classroom teachers, etc.) or, occasionally, assistance. A certified ESOL teacher or coordinator writes brief quarterly reports for two years on each student who is being monitored. Student scores must also be tracked for two years in state academic testing.

***NELB:*** Non-English Language Background. These are students who may be foreign born or born in the U.S. into a household where English may not be the language all family members are comfortable using. Non-standard English or a native language may be spoken at home or switching from a primary language to English and back again may occur. NELB students are identified by the use of a Home Language Survey. Students identified as NELB may need ESOL services and ESOL teacher/classroom teacher collaborations when they begin to have difficulties with pronunciation and spelling or higher-order reading skills and academic writing in English.

***Sheltered Content:*** An instructional approach employed to make academic instruction in English understandable, enabling students to learn English while also acquiring knowledge of subject matter in language arts, math, social studies and science. Methods include using graphic organizers, physical activities (TPR), simplified language, visual aids including highly visual websites and software, and substantial vocabulary study.

***Title III:*** The entitlement section of the No Child Left Behind Education Act (NCLB) that details responsibilities toward limited English proficient students and their parents. Title III also refers to the federal funds designated to assist school districts to meet the needs of these students.



**FEDERAL LAWS AND COURT CASES MANDATING EQUAL EDUCATIONAL ACCESS  
FOR ENGLISH LANGUAGE STUDENTS** *(From the NH Legal Compliance Manual)*

*1964 Civil Rights Act, Title VI*

“No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

*Office of Civil Rights, October 1970 Memo  
(requirements based on the 1964 Act)*

“Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.”

*Equal Educational Opportunities Act,  
1974*

“No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex or national origin, by ... (f) the failure by and educational agency to overcome language barriers that impede equal participation by its students in its instructional programs.”

*Lau v. Nichols 1974  
(U.S. Supreme Court)*

“...there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.”

*Cintrón v. Brentwood 1977, 1978  
(U.S. District Court, Eastern District  
Of New York)*

“The goal is instruction by competent bilingual teachers in the subject matter of the curriculum while at the same time teaching non-English speaking children the English language.”

*Casteñeda v. Pickard 1981  
(5th Circuit Court)*

The court’s decision states that the burden of proof is upon the district that the instructional program designed for an LEP student has clearly developed English language skills of comprehension, speaking, reading and writing necessary for learning and achieving in English-only instruction at a level substantially equivalent to pupils whose primary language is English.

*Plyler v. Doe 1982  
(U.S. Supreme Court, 457 U.S. 202)*

The court’s decision states that, on the basis of the equal protection clause of the U.S. Constitution, school officials may not require parents or children to prove that they are in the U.S. legally “through such evidence as green cards, citizenship papers... Rent receipts or utility bills showing the home address should constitute adequate proof.” *(American Civil Liberties Handbook)*

## COURT DECISIONS & U.S. LAWS SUPPORTING EQUAL ACCESS COMPLIANCE: REFERENCE CHART

REQUIREMENTS	LEGAL REFERENCE	PROGRAM
1. Identify	<i>OCR 1970 Memo</i> <i>Lau v Nichols</i> 1974 Supreme Court decision <i>Plyler v Doe</i> 1982 Supreme Court decision	<ul style="list-style-type: none"> <li>• Home language survey</li> <li>• Train intake staff</li> <li>• Classroom survey</li> </ul>
2. Assess <ul style="list-style-type: none"> <li>• Determine need for services</li> <li>• Place in appropriate services</li> </ul>	<i>Office of Civil Rights 1970 Memo</i> <i>Gómez v Illinois State Board of Education</i> 1987, U.S. Court of Appeals, 7 <sup>th</sup> Circuit	<ul style="list-style-type: none"> <li>• Appropriate proficiency test</li> <li>• Multiple criteria for placement</li> <li>• Identify home language proficiency</li> <li>• Diagnose mathematics skills</li> </ul>
3. Provide services <ul style="list-style-type: none"> <li>• Direct, appropriate, sufficient</li> <li>• Designed for students' needs</li> <li>• Based on current practices</li> <li>• Appropriate staffing</li> <li>• Appropriate materials</li> </ul>	<i>Castañeda v Pickard</i> 1981 U.S. Court of Appeals, 5 <sup>th</sup> Circuit <i>Equal Education Act 1974</i> <i>Titles VI &amp; VII of Civil Rights Act</i> 1964 <i>Rios v. Read</i> 1977 <i>Cintrón v Brentwood</i> 1977, 1978 <i>Gómez v Illinois State Board of Education</i> 1987 U.S. Court of Appeals, 7 <sup>th</sup> Circuit <i>The Provision of an Equal Education Opportunity to Limited English Proficient Students</i> , OCR, 1992	<ul style="list-style-type: none"> <li>• Develop Instructional Plan               <ul style="list-style-type: none"> <li>○ Schedules for service</li> <li>○ Who provides service</li> <li>○ Assessment plan</li> <li>○ Current ESL teaching practices</li> <li>○ Identify appropriate materials</li> <li>○ Identify what is taught</li> <li>○ Describe adjunct services</li> </ul> </li> <li>• Train and support staff</li> </ul>
4. Ensure integration <ul style="list-style-type: none"> <li>• Instructional integration</li> <li>• Social integration</li> </ul>	<i>Titles VI &amp; VII of Civil Rights Act</i> 1964 <i>Equal Education Act 1974</i> <i>Office of Civil Rights 1970 Memo</i> <i>Lau v Nichols</i> 1974 Supreme Court decision	<ul style="list-style-type: none"> <li>• Describe access to programs and services</li> <li>• Develop policies for grading</li> <li>• Identify how integrated with same-age peers</li> </ul>
5. Reassess for ending services	<i>OCR 1970 Memo</i> <i>Rios v Read</i> 1977 <i>Cintrón v Brentwood</i> 1977, 1978	<ul style="list-style-type: none"> <li>• Specific multi-criteria reclassification procedures</li> </ul>
6. Document <ul style="list-style-type: none"> <li>• Services</li> <li>• Successful effect on students</li> <li>• Modifications if needed</li> </ul>	<i>Castañeda v Pickard</i> 1981 U.S. Court of Appeals, 5 <sup>th</sup> Circuit <i>The Provision of an Equal Education Opportunity to Limited English Proficient Students</i> , OCR, 1992	<ul style="list-style-type: none"> <li>• Develop Program Guide</li> <li>• Develop record keeping plan</li> <li>• Appoint team to implement evaluation plan</li> </ul>

## **GRADUATION REQUIREMENTS AND COURSE CREDITS FOR ESOL HIGH SCHOOL STUDENTS**

Secondary ESOL students must have the opportunity to graduate on time:

- Credit for ESOL course work and ESOL content course work must count toward graduation.
- ESOL students may remain in high school until age 21 in order to receive adequate and appropriate instruction and to accumulate sufficient credits to graduate

**Any situation that automatically prevents students from graduating on time is discriminatory and a violation of Civil Rights Law.**

## **ESOL AND SPECIAL EDUCATION**

### **Determining the difference between Linguistic and Special Needs.**

If an ESOL student continues to have difficulty learning following some time to acclimate to his/her surroundings, ongoing assessment, and ESOL services, pre-referral strategies should be pursued:

- Elementary: Collaborative Consultation Request
- Middle: Teachers Assisting Teachers Request
- High: Child Study Team

Pre-referral suggestions should be implemented, and assessed for their effectiveness as agreed upon.

Should pre-referral interventions be insufficient to allow the child to make reasonable progress, a Referral (A-1) should be submitted.

### **Special Education Assessment(s):**

- Do not test for disabilities in English if there is any doubt that the child is weak in English.
- If the team determines that it is appropriate to test the student in the primary language, the Special Education office should be contacted immediately.
- If an appropriate tester cannot be found, a translation may be required, which requires informal parental consent.
  - To assure informed parental consent, a translator may be required at meetings.
  - Documents may need to be translated into the primary language of the parents, either orally or in writing, if English is not understood.
- Compare the student's progress to that of other ESOL students

All other processes and procedures within the Special Education Manual must be followed. Special Education is not a replacement for ESOL services.

**Section 4:**

***Identification***

## **IDENTIFICATION**

Students are assessed using the WIDA-ACCESS Placement Test™ (W-APT).

Students in first-semester kindergarten take the Kindergarten W-APT, Listening and Speaking sections only. The cut-score is 26 for these students.

Students in second-semester Kindergarten and first-semester 1<sup>st</sup> grade take the Kindergarten W-APT, all sections. The combined Listening and Speaking Raw scores should be no less than 26 points, the Reading score no less than 11 points and the Writing score no less than 12 points to meet the minimum criteria for English Language proficiency. The minimum threshold for proficiency is a raw score of 49.

For other students, the cut score is 5.0 overall score and 4.0 in each domain.

Results of assessments are placed in the student's school cumulative file and shared with the student's family and mainstream teacher(s). For students qualifying for ESOL services, assessment results are used to determine level of ESOL service needed.

## WIDA's English Language Proficiency Performance Definitions

<b>At the given level of English language proficiency, English language learners will process, understand, produce, or use</b>	
<b>5- Bridging</b>	<ul style="list-style-type: none"> <li>• the technical language of the content areas;</li> <li>• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse including stories, essays, or reports;</li> <li>➤ oral or written language approaching comparability to that of proficient English peers, when presented with grade level material</li> </ul>
<b>4- Expanding</b>	<ul style="list-style-type: none"> <li>• specific and some technical language of the content areas;</li> <li>• a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs;</li> </ul> <p>oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication, when presented with oral or written connected discourse with occasional visual and graphic support</p>
<b>3- Developing</b>	<ul style="list-style-type: none"> <li>• general and some specific language of the content areas;</li> <li>• expanded sentences in oral interaction or written paragraphs;</li> <li>➤ oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support</li> </ul>
<b>2- Beginning</b>	<ul style="list-style-type: none"> <li>• general language related to the content areas;</li> <li>• phrases or short sentences;</li> <li>➤ oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication, when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support</li> </ul>
<b>1- Entering</b>	<ul style="list-style-type: none"> <li>• pictorial or graphic representation of the language of the content areas;</li> <li>• words, phrases, or chunks of language, when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support</li> </ul>

From *Introducing WIDA's English Language Proficiency Standards*, M. Gottlieb 6-04

**MILFORD SCHOOL DISTRICT**

SAU 40  
100 West Street  
Milford, NH 03055  
603-673-2202  
Fax 603-673-2237

**Patricia M. Fazioli, PhD**  
Director of Curriculum & Instruction

**Robert A. Suprenant**  
Superintendent of Schools

**Jennifer Burk**  
Business Administrator

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November 19, 2014

Your response on the Home Language Survey (submitted as part of registration) informed us that you have a language other than English spoken at home.

In order to best serve you and your child, an English for Speakers of Other Languages (ESOL) teacher conducted an assessment for English Language proficiency. Given to every student in New Hampshire who has a non-English language spoken at home, the WIDA-ACCESS Placement Test™ (W-APT) identifies students who may need additional instruction in English. The results of your child's W-APT screening indicate that additional instruction in the English language is not necessary for his or her success in school.

Student \_\_\_\_\_

WIDA-ACCESS Placement Test™ (W-APT), date of \_\_\_\_\_.

W-APT score \_\_\_\_\_.

Based on this high score, student does not qualify for ESOL/ELL service.

Denis Jobin, MA  
ESOL Teacher  
Milford School District  
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## Milford School District ESOL Personalized Profile

Student Name \_\_\_\_\_

SASID \_\_\_\_\_ LASID \_\_\_\_\_

Languages spoken at home (most frequent first) \_\_\_\_\_

Languages first spoken by student \_\_\_\_\_

Parent/Guardian's English proficiency: (Circle one) non English speaking    limited English    Fluent

Date of first entry into the United States (if non-native) \_\_\_\_\_

Grades enrolled in a school outside the United States \_\_\_\_\_

Grades enrolled in a United States school \_\_\_\_\_

Grades enrolled in Milford Schools \_\_\_\_\_

Home language survey on file? (Circle one) Yes    No

### W-APT placement screening results

Date administered \_\_\_\_\_ Composite score \_\_\_\_\_

Listening \_\_\_\_\_ Speaking \_\_\_\_\_ Reading \_\_\_\_\_ Writing \_\_\_\_\_

### Access Testing Results

Grade	Tier	Listening	Speaking	Reading	Writing	Composite	Comments of Note

### English Second Language Services Received

Service Provided	Grade												
	R	1	2	3	4	5	6	7	8	9	10	11	12
First semester													
Second semester													
Summer/Extended year													

Key:    D daily    W weekly(1-3 times/week)    T transition    M monitor    C high school credit received





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Superintendent of Schools

**Jennifer Burk**  
Business Administrator

**Parental Notification of Student Eligibility for Placement in the ESOL Program**

W-APT Overall Score \_\_\_\_\_ English language level is \_\_\_\_\_  
Listening \_\_\_\_\_ Speaking \_\_\_\_\_ Reading \_\_\_\_\_ Writing \_\_\_\_\_

November 19, 2014

To the Parents of \_\_\_\_\_,

Your child was given a language assessment because a language other than English was entered on his/her Home Language Survey when he/she registered for school according to Milford School District policy and Federal law.

Students who score lower than 5.0 overall and/or lower than 4.0 in any subtest of the WIDA-ACCESS Placement Test for English Language Learners are offered extra English language help in the English for Speakers of Other Languages program (ESOL). Your student’s test results indicate s/he would benefit from additional English language instruction and will receive ESOL program services this school year.

The ESOL Program is an instructional program for students who are non- English language background students. The student’s English language proficiency level determines his/her participation in the program. The goal of the program is to develop English communication and cognitive-academic language skills so that the students can achieve academic success and assimilate into the school community.

ESOL program activities are scheduled during school hours as a part of your child’s regular schooling; it is not an after-school program. As a participant in the ESOL program, your child will receive carefully structured English language instruction, beginning with conversational English (as necessary) and working toward proficiency with the more complex and academic language found in school textbooks. With this assistance, your child will keep pace with other students, receiving the same essential content, moving up in grade level, and graduating with his/her peers.

An ESOL teacher will ensure your child’s access to an equal education by providing assistance to include:

- English language instruction in listening, reading, speaking, and writing in the classroom or in a separate ESOL classroom;
- Extra help with classroom content, such as help with writing essays or making a math lesson comprehensible;
- Support for your child’s classroom teachers on how best to meet your child’s needs.

For ESOL students who also have an Individualized Education Plan (IEP) or a 504 Plan, the ESOL teacher will be a member of the team that develops the individual educational plan.

To assess proficiency levels, student progress in language is tested annually in February using the ACCESS English Language Proficiency Test, with the results published in May. Students scoring 5.0 overall or above, with individual scores of 4.0 in the language domains of Listening, Speaking, Reading and Writing, are exited from the ESOL program and monitored for success for two additional years.

School districts in New Hampshire expect all students, including ELLs, to graduate within 4 years of entering the 9<sup>th</sup> grade. However, federal provisions provide that students may graduate within five or six years, if needed.

Please be aware that, while learning conversational English can happen relatively quickly, achieving the proficiency level necessary for a student to read textbooks and write essays in English will take much longer. Students who enter the program with no English language skills typically remain in the ESOL program for 4-5 years; however, participation is voluntary and you may remove your child from the program at any time, and **the district will assist you in selecting alternative programs to support your child.**

---

School Personnel

Date

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Yes, I give permission for \_\_\_\_\_ to participate in the English for Speakers of Other Languages Program

No, I do not give permission for \_\_\_\_\_ to participate in the English for Speakers of Other Languages Program

\_\_\_\_\_  
Parent's signature

\_\_\_\_\_  
Date

# ESOL General Recommendations

## Table of Standard Test Accommodations Typical for ESOL Students

Any accommodation(s) utilized for the assessment of individual students shall be the result of a formal or informal team decision made at the local level. Accommodations are available to all students on the basis of individual need, regardless of disability status.

The following accommodations may be needed...

<b><u>A. Alternative Settings</u></b>		
NEP, LEP	A-1	Administer the test individually in a separate location
NEP, LEP	A-2	Administer the test to a small group in a separate location
NEP, LEP	A-3	Administer the test in locations with minimal distractions (e.g., study carrel or different room from rest of class)
NEP, LEP	A-8	Administer the test with other school personnel known to the student
<b><u>B. Scheduling and Timing</u></b>		
NEP, LEP, FEP	B-3	Allow extended time, beyond what is recommended until, in the administrator's judgment, the student can no longer sustain the activity
<b><u>C. Presentation Formats</u></b>		
NEP, LEP	C-4	Read test aloud to student (Mathematics and Session Writing only) <sup>1</sup>
NEP	C-5	Student reads test aloud to self
NEP, LEP, FEP	C-6	Translate directions into other language
NEP, LEP, FEP	C-7	Underline key information in directions
NEP, LEP, FEP	C-12	Word-to-word translation dictionary, non-electronic with no definitions (For ESOL students in Mathematics and Writing only)
<b><u>D. Response Formats</u></b>		
NEP, LEP	D-5	Student dictates constructed responses (Reading and Mathematics only) to school personnel. (School personnel transcribe student responses exactly as dictated, into the Student Answer Booklet.)

\_\_\_\_\_

*Student Name*

\_\_\_\_\_

*Date*

\_\_\_\_\_

*Parent Signature*

**Section 5:**

***Placement/Service Delivery***

## **Instructional Models**

Milford continues to be considered a “low incidence” school district. The ESOL population is spread over five schools (i.e., two elementary schools, one middle school, one high school and one alternative school). At this time, the number of ESOL students does not lend itself to self-contained classrooms.

Instructional models that work in “low incidence” districts such as ours are the following:

- Pull-out ESOL – students are pulled out of their mainstream class(es) to learn English and, usually, to learn content material with the assistance of the ESOL teacher.
- Push-in ESOL – a program in which the ESOL teacher works with one or more English Language Learners within the mainstream classroom. The ESOL teacher may or may not share some teaching duties with all the students with the classroom teacher.

## **Delivery of Services by Qualified and Certified Staff**

Only certified ESOL teachers are hired. An ESOL associate works under the guidance of the ESOL teacher.

The ESOL District-wide Team is responsible for the continuing professional development of all staff in ESOL methods and materials.

## **Instructional Plans and Materials**

Student ESOL Personalized Learning Plans are:

- based on the five proficiency levels of the WIDA English Language Proficiency Standards. (The standards define the scope of the ESOL program at each proficiency level.)
- aligned with the Common Core standards.
- provided to the student through up-to-date learning materials appropriate to the proficiency level of the student.
- based on personalized learning goals for the ESOL student that are developed annually.

## **ESOL Curriculum**

The “what” of instruction is the same as the native English speakers, the “how” is in the domain of the ESOL professional who works in collaboration with the mainstream teacher.

- Is personalized for each student or small group within a grade level or proficiency level.
- Includes language skills and learning skills appropriate for the grade level.
- Includes content parallel to the standard curriculum.
- Is integrated and modified when necessary with Milford School District curriculum guides for Language Arts, Mathematics, Social Studies, and Science.
- Integrates the four domains of listening, speaking, reading, and writing, with particular attention paid to higher order listening comprehension and reading comprehension.
- Enables collaboration necessary between ESOL and mainstream teachers to identify specific content and language objectives.
- Ensures a balanced (“integrated”) approach to reading and writing skill that includes both holistic (“whole language”) and phonics (“skills”) instruction, with the study of phonemes for all ESOL students when language skills are developed enough to access this approach.

## **General Recommendations for Levels of Service**

Proficiency levels are determined according to WIDA standards and ACCESS test scores:

- *Entering Level and Beginning Level:* Students receive daily support.
- *Developing Level and Expanding Level:* Students receive support weekly.
- *Bridging Level:* Students receive service as needed to provide support for academic success.

Actual time allotments are dependent on the ESOL student's age, grade, oral and literacy skills in the native language and his/her educational background.

ESOL instruction includes time spent on English language development, ESOL content instruction, support for academic classes and social adjustment.

When Special Education considerations or scheduling conflicts make a strict adherence to time recommendations unworkable, the classroom teacher and ESOL teacher will collaborate to modify lessons.

## **Extended School Year Program**

Students identified in danger of regression during summer months may be eligible for summer/extended school year service.

## **Personalized Education Plan**

Each year an ESOL personalized learning plan is developed for the ESOL student with input from the Personalized Learning Team and recorded on the ESOL Personalized Reporting Form. Upon review of ACCESS for ELLs<sup>®</sup> tests scores, other assessment information, classroom work/grades and observations, annual goals for English language learning are set. These goals provide direction for the delivery of instruction both in the ESOL classroom and in the regular classroom. Progress toward the ESOL goals is monitored and reported at the same time as school report cards, and the goals are reviewed annually. Instructional decisions are made based on English language learning goal attainment and achievement information.

## **Roles and Responsibilities**

### The ESOL Teacher...

- advocates for ESOL students/program District-wide
- administers the ACCESS test and other ESOL assessments
- coordinates ESOL personalized learning team meetings
- provides primary ESOL instruction to students
- monitors progress toward ESOL goals for English language learning
- communicates with families, classroom teachers, guidance and other school personnel
- coordinates other related services as needed (translators, test accommodations, health related...)
- provides direction for ESOL compliance and completes related paperwork
- provides input to the ESOL budget including the Title 3 grant
- supervises the ESOL Paraeducator
- serves on the ESOL District-wide Team

### The ESOL Paraeducator/Associate...

- advocates for the ESOL student
- provides support to the ESOL student as directed by the ESOL teacher
- reinforces instruction under the supervision of the ESOL teacher

### The Classroom Teacher...

- provides instruction to all students including the ESOL student
- accommodates for the learning needs of ESOL students using the guidelines provided by the ESOL Personalized Learning Team and the ESOL Toolkit for Teachers.
- serves on the ESOL Personalized Learning team as appropriate

### Other Support Staff...

- recognizes and supports the unique needs of the ESOL student
- provides a warm and welcoming atmosphere for the ESOL student upon entry



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**ESOL Personalized Reporting Form**

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Domain	Goal(s)	Q1	Q2	Q3	Q4
Listening					
Speaking					
Reading					
Writing					

**PP – Partial Proficient**

**P – Proficient**

**PD – Proficient with Distinction**

**Comments:**

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**Section 6:**

***Ongoing Assessment***

## **Reporting Progress to Parents**

Progress in the regular classroom and in the ESOL classroom is reported on a regular basis as determined by building protocols using the ESOL Personalized Reporting Form.

Typically the ESOL student receives both a regular report card and an ESOL Personalized Reporting Form.

The ESOL Personalized Learning Team may agree to provide an alternative to the regular report card in special circumstances for beginning language learners. Permission for this must be approved by the ESOL administrator each time it is used.

## **Assessments Required by State and Federal Law**

- Annual English Language Proficiency assessment, as mandated by NCLB law, usually in the spring of each school year using the ACCESS for ELLs<sup>®</sup> (Assessing Comprehension & Communication in English State to State) test
- Smarter Balanced Assessment or New Hampshire Educational Improvement and Assessment Program (NHEIAP) academic tests, including the scores for ESOL students being monitored for two years
- Alternate ACCESS for ELLs<sup>®</sup> (Assessing Comprehension & Communication in English State to State) test for ESOL students or other appropriate alternate to state assessments, approved by the NH Department of Education.

Updated information regarding allowed accommodations and exceptions for ESOL students should be ascertained each year from the New Hampshire Department of Education.

Local procedures for accommodation decisions will be followed.

## **Ongoing Assessment: English Language Proficiency and Academic Achievement**

Multiple measures are used to regularly monitor student progress. These may include:

- performance assessments
- teacher observations
- NWEA (Grades 4-8)
- DIBELS Next
- classroom assessments
- dictation, oral and administrative response, audio/video taped

It is important that the assessment outcomes are clearly defined (knowledge of content or language acquisition).

Assessment information is used to ensure regular progress and to inform instruction. If an ESOL student is not making progress, then the ESOL Personalized Learning Team will consult on behalf of the student and make adjustments as appropriate.

## **ESOL Data Collection**

Student data provided to the New Hampshire Department of Education twice each year through the state database. The first collection is based on October 1st enrollment; the second reflects the number of ELL students enrolled as of February 1st. All students listed on the February 1st mid-year roster should be assessed with the ACCESS for ELLs® English Language Proficiency test.

Data is entered and updated by the ESOL teacher. The Superintendent of Schools certifies each data collection.

**Milford School District**  
**ESOL Parent Content Area Report**

Student's name \_\_\_\_\_ Date \_\_\_\_\_

Teacher's name \_\_\_\_\_ Content area: \_\_\_\_\_

1.	Participates in Class	Effort_____	Beginning	Developing	Secure
2.	Communicates with Adults	Effort_____	Beginning	Developing	Secure
3.	Behaves/Cooperates in Class	Effort_____	Beginning	Developing	Secure
4.	Works Well with Other Students	Effort_____	Beginning	Developing	Secure
5.	Completes Assigned Work	Effort_____	Beginning	Developing	Secure

**Effort: 1-Excellent Effort   2- Satisfactory Effort   3-Inconsistent Effort   4-Minimal Effort**

Academic progress:

**Things this student knows and does very well:**

**Things this student needs to improve upon:**

## Classroom Observation Rubric

	Beginner	Advanced Beginner	Intermediate	Advanced
<b>Oral Communication</b>	<ul style="list-style-type: none"> <li>• Listens to oral language</li> <li>• Communicates using words or short phrases</li> <li>• Responds positively to peer assistance</li> <li>• Matches visuals and labels</li> <li>• Follows simple directions</li> <li>• May respond in native language</li> <li>• Mimics modeled sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Errors in speech do not prevent understanding</li> <li>• May translate from native language</li> <li>• Able to use some idiomatic, vernacular forms</li> <li>• Speaks in short sentences or phrases</li> <li>• Listens attentively in groups</li> <li>• Speaks in groups and with peers</li> <li>• Tells simple stories</li> <li>• Listens to and repeats rhymes/chants/songs</li> <li>• Gives brief reports of events' sequences</li> <li>• Participates in role play</li> <li>• Employs mostly present verb tense</li> <li>• Speech flow may be awkward</li> </ul>	<ul style="list-style-type: none"> <li>• Listens and speaks for a purpose</li> <li>• Uses language for problem solving</li> <li>• Gives oral reports</li> <li>• Uses present and past tenses appropriately</li> <li>• Expresses self independently</li> <li>• Participates in dramatization</li> <li>• Uses context-appropriate language</li> <li>• Understands directions, conversations, explanations and descriptions presented clearly</li> <li>• Speaks with relative ease and command of language</li> <li>• Speech is intelligible and appropriate to conversation</li> <li>• Some inaccuracies in word order, stress, intonation, syntax and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate language for audience and situation</li> <li>• Understands most English speakers in multiple settings</li> <li>• Speaks with correct syntax, grammar, flow</li> <li>• Participates freely in discussions and conversations</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Listens to stories daily</li> <li>• Associates between oral language and written text</li> <li>• "Reads" wordless picture books</li> <li>• Listens to tape-recorded stories</li> <li>• Reads word labels</li> <li>• Reads own name</li> <li>• Knows alphabet</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in language experience approach</li> <li>• Develops sight vocabulary</li> <li>• Reads simple stories</li> <li>• Finds and uses simple context clues</li> <li>• Sequences events</li> <li>• Recalls and retells stories</li> <li>• Reads back story previously dictated</li> </ul>	<ul style="list-style-type: none"> <li>• Applies frequently-used phonics</li> <li>• Reads from basal readers</li> <li>• Infers from readings</li> <li>• Reads independently</li> <li>• Reads in content areas (using pre-reading organizers)</li> <li>• Uses reading strategies for comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Reads critically and independently with meaning</li> <li>• Reads across the curriculum</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Writes and names letters</li> <li>• Illustrates meaning with drawings, gestures, photos, etc.</li> <li>• May use words in native language</li> </ul>	<ul style="list-style-type: none"> <li>• Uses known vocabulary</li> <li>• Dictates short sentences</li> <li>• Writes notes/sentences</li> <li>• Assists in writing brief reports</li> <li>• Completes written work with assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Writes independently</li> <li>• Produces written assignments</li> <li>• Spells common words correctly</li> <li>• Uses standard grammar</li> <li>• Chooses appropriate words</li> <li>• Completes written work in class</li> </ul>	<ul style="list-style-type: none"> <li>• Completes written work at home and in class</li> <li>• Chooses words appropriate to context and content</li> <li>• Applies standard grammar rules in a variety of contexts</li> </ul>

## **Assimilation and Social Adjustment**

- ESOL students who transfer into the district are placed in classrooms with their same age peers to the greatest extent possible even though they may not have completed the preceding grades or were unschooled in their native countries.
- ESOL students participate with peers in specialist classes such as physical education, art, music, etc. ESOL pull-out classes are not to be scheduled during these times.
- Special attention will help the student and family adjust to American life by explaining the role of in-school and extra-curricular activities, and advising parents of school-wide celebrations (e.g., Valentine's Day, Halloween, etc.) and local events.
- ESOL students have access to programs offered to all students such as Special Education and Title I. ESOL students are referred and placed in these programs based on the criteria and decision protocols established by the district for all students.
- Cultural and social integration requires a two-way understanding of the similarities and differences between norms in the native country and Milford. Appropriate behaviors may differ and special considerations may be needed as students begin to assimilate to our community, schools, and classrooms. Efforts should be made to foster understanding among families, peers, the school community and others as we assist the ESOL student in becoming a contributing member of the classroom.

**Section 7:**

# *Reclassification*



## **RECLASSIFICATION DECISIONS AND MONITORING**

Reclassification decisions are made according to results from the ACCESS for ELLs<sup>®</sup> placement test. Students scoring a 5.0 overall and 4.0 in each domain (Listening, Speaking, Reading, and Writing) are reclassified to monitor status.

The academic progress of students on monitor status is followed by the ESOL staff using the Monitored Status Document of Progress/Return to ESL Services form.

Student scores on federal and state assessments continue to be tracked for at least two years.

If monitoring shows that the student is falling behind in classroom work due to academic English language skills, the student will be returned to active ESOL services.

Status from “partially” to “fully” reclassified occurs when the two-year monitoring period is complete and the student has demonstrated competency to handle academic work with same-grade peers.

Average time to reach parity with English-speaking peers:

- arrival in grades 1 to 2: 3-8 years
- arrival in grades 3 to 6: 2-5 years
- arrival in grades 7 to 10: 6-8 years

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### An Explanation of the ACCESS Test of English Language Proficiency

Each year, Milford School District looks at how well each of our ESOL students is learning English skills. To find out, we test all our ESOL students every February using the **ACCESS Test of English Language Proficiency**. From this test, we learn how quickly students are learning English, as well as who may be ready to be in regular classes without special help. Every ESOL student in New Hampshire takes this test every February, and the tests are released in May.

**How is the test scored?** The test has four sections: **Listening, Speaking, Reading, and Writing**. It gives a score on a scale of **1 to 6** for each part. The test then combines these numbers to give an important **overall score**, also between **1 and 6**. Your student's scores are shown on the bar graph accompanying this letter.

**What is a good score?** Obviously, students who have been in an ESOL program for three years will score higher than students who have just moved to this country. Thus, we look at *growth* – that a student scores higher on the test than they did the year before. The state of New Hampshire has the goal that **every ESOL student progress a half point or more** on their overall score most years – say, from 3.5 to 4.0, or from a 4.7 to a 5.2.

**Who is ready for school without ESOL?** In the end, we want students to become fluent English listeners, speakers, readers, and writers, so that they can be successful learners on their own. The New Hampshire Department of Education, with the aid of academic research, has determined that students are ready when they have an **overall score of 5.0 or more, with at least a 4.0 in each of the categories** of listening, speaking, reading, or writing.

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**November 19, 2014**

Dear Parent or Guardian:

Enclosed is a copy of your child's ACCESS test results. This test was administered in January and February, as required by the New Hampshire Department of Education. The test measures your child's skills in speaking, listening, reading and writing in English. This year's scores indicate that your child is not yet proficient in English; he or she is eligible to receive ELL services for the next academic year. The results of this test will help me plan instruction so your child will be successful in school. If you have any questions concerning test scores, please e-mail at [djobin@sau40.com](mailto:djobin@sau40.com) or call me at 673-1811 ext 2911.

Sincerely

Denis Jobin  
ESOL Teacher

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---

November 19, 2014

Dear Parent or Guardian:

Enclosed is a copy of your child's ACCESS test results. This test was administered in January and February, as required by the New Hampshire Department of Education. The test measures your child's skills in speaking, listening, reading and writing in English. Your child's composite score on the test is 5.0 or higher, with additional scores of 4.0 or higher in all four areas (domains) of communication. These scores indicate that your child is proficient in English and is ready to exit ELL instructional services. He or she will enter "monitored status" for two years. During this time, your child's academic progress will be reviewed on a quarterly basis by an ELL teacher. If you have any questions concerning the results, please e-mail at [djobin@sau40.com](mailto:djobin@sau40.com) or call me at 673-1811 ext 2911.

Sincerely,

Denis Jobin  
ESOL Teacher

**Monitored Status**  
**Documentation of Progress ▪ Return to ESOL Services**

Name of School \_\_\_\_\_ District \_\_\_\_\_

Name of Student \_\_\_\_\_

Most recent ACCESS for ELLs® scores - school year \_\_\_\_\_

\_\_\_\_ Listening    \_\_\_\_ Speaking    \_\_\_\_ Reading    \_\_\_\_ Writing

**Monitored, Year One**    School year \_\_\_\_\_    Report Attached    Y    N

Areas of Concern \_\_\_\_\_

Teacher comments \_\_\_\_\_

**Monitored, Year Two**    School year \_\_\_\_\_    Report Attached    Y    N

Areas of Concern \_\_\_\_\_

Teacher comments \_\_\_\_\_

**Full Exit** – Date \_\_\_\_\_

**Return to ESOL/LEP Services** – This process can be done at any time during the two years of monitoring OR after full exit, if needed, to ensure the student’s success in the classroom.

Reason for return \_\_\_\_\_

\_\_\_\_\_

Parent permission obtained \_\_\_\_\_    Date \_\_\_\_\_

Student re-enrolled in ESOL program \_\_\_\_\_    Date \_\_\_\_\_

ACCESS for ELLs test ordered \_\_\_\_\_    ESS student data updated in November \_\_\_\_\_

**Section 8:**

***Evaluation of the Plan***

## ENGLISH LANGUAGE LEARNERS (ELLs)

### DISTRICT SELF-STUDY GUIDE (ADOPTED & ADAPTED BY NH, 2006)

*This Guide is designed to provide the district/building with a comprehensive overview of its practices and procedures. Please mark the answer by each statement that best describes your school district. In this district self-study guide, the term English Language Learners (ELLs) will be used instead of Limited English Proficiency (LEP). For definitions of terms please see attachments.*

#### IDENTIFICATION

1. The district has a procedure to identify all students who have a primary or home language other than English, using New Hampshire's Home Language Survey. <b>Available in NH ESOL Toolkit at <a href="http://www.ed.state.nh.us">www.ed.state.nh.us</a> under ESOL, Publications</b>	Yes	No
2. District staff is knowledgeable of the procedures for identifying students who have a primary language other than English.	Yes	No
3. School/district staff working directly with parents and students in the identification of students with a primary or home language other than English, speak and understand the appropriate language(s).	Yes	No
4. Documentation regarding each student's primary or home language is maintained in student's file.	Yes	No

#### ASSESSMENT AND EVALUATION

5. The district/school conducts initial <u>language proficiency assessments</u> for students who have a primary or home language other than English, using: <ul style="list-style-type: none"> <li>• Formal assessments <b>(e.g., tests such as IPT, W-APT, LAS)</b></li> <li>• Informal assessments (e.g., teacher interviews, observations) for additional information</li> </ul>	Yes	No
6. The district assesses on a yearly basis the <u>English language proficiency</u> of all ESOL/ESL students (and Monitored students when appropriate) in the four language domains (listening, reading, writing, and speaking) and reports scores appropriately to the state, which reports to the federal government Name of test(s) used: <u>ACCESS for ELLs</u>	Yes	No
7. The district has developed procedures to determine the effectiveness of its informal assessment procedures. <b>Please attach a copy of it or appropriate pages from district's ESOL Compliance Plan.</b>	Yes	No
8. The district has determined the level of English-language proficiency at which students are considered English proficient. <b>Description available in WIDA Standards at <a href="http://www.wida.us">www.wida.us</a> of high Level 5 proficiency</b>	Yes	No
9. The district assesses ELL <u>academic skills</u> in relation to grade or age level. Name(s) of instrument(s) used to assess ELL academic skills: <u>NECAP (New England Common Assessment Program) &amp; NHEIAP (New Hampshire Educational Improvement &amp; Assessment Program) — NWEA (Northwest Evaluation Association) Smarter Balanced Assessment</u>	Yes	No
10. ELL who have been in the U.S. <b>for 3 consecutive years 1 year</b> are tested in English in reading/language arts.	Yes	No
11. The district assesses ELLs in the language and form most likely to yield accurate and reliable results. <b>Language(s) used: _____</b>	Yes	No
12. The district uses " <i>Guidelines for the Inclusion of English Language Learners in Your District-wide Assessment Program</i> " or similar documents to guide decision-making.	Yes	No
12a. Total number of ELLs included in district-wide assessment <b>(Smarter Balanced)</b>		

12b. Number of ELLs included in the district-wide assessment with: <ul style="list-style-type: none"> <li>No accommodations</li> </ul>		
<ul style="list-style-type: none"> <li>With accommodations</li> </ul> <b>Please see <a href="http://www.ed.state.nh.us">www.ed.state.nh.us</a> for allowable accommodations for ELLs.</b>		
12c. Number of ELLs NOT included in your district-wide assessment.		
13. The district has established qualifications for individuals who administer language or academic assessments to ELLs (as established by NH Title III ESOL Program).	Yes	No

**PROGRAM** (e.g., ESOL/ESL, Bilingual, etc.)

14. Programs are available for ELLs at each grade level.	Yes	No
15. There are no substantial delays (e.g., more than 30 days) in placing ELLs into an appropriate educational program.	Yes	No
16. There is coordination of curriculum between teachers for ELL and teachers in the regular program.	Yes	No
17. ELLs in the high school program earn credits toward graduation.	Yes	No
18. Instructional materials are adequate to meet the English language and academic needs of ELLs.	Yes	No
19. Parents are involved in the process of placing ELLs in an appropriate educational program.	Yes	No
20. The district has a system to evaluate the success of their ELL program. (Please see <b>NH ESOL Toolkit &amp; Equal Access compliance manual</b> at <a href="http://www.ed.state.nh.us">www.ed.state.nh.us</a> and district's ESOL Compliance Plan.)	Yes	No

21. Label the program(s) at each level or attach a copy of description.			
Level	Program (See definitions)	Teachers with ESL endorsement	Paraprofessionals/aides
Elementary			
Middle school			
High school			

**STAFF**

22. The district has established qualifications for <b>teachers</b> who teach ELLs (state certif.)	Yes	No
23. The district has established qualifications that the teachers' <b>aides and/or paraprofessionals</b> must meet.	Yes	No
24. The district has teachers with ESL endorsement/state certification to teach ELLs.	Yes	No
24a. Number of ELLs		
24b. Number of teachers with ESL endorsement/state certification		
25. The district provides high-quality professional development to classroom teachers and other district personnel (by sending them to NH Title III ESOL Program PD).	Yes	No
25a. Number of <b>mainstream teachers</b> from district that participated.		
25b. Number of <b>ESL teachers</b> from district that participated.		
25c. Number of <b>paraprofessionals/teacher aides</b> from district that participated		
26. The district provides training for interpreters and translators.	Yes	No
27. Professional development activities are designed to improve instruction and assessment of ELLs; enhance teachers' ability to understand and use curricula, assessment measures, and instructional strategies for ELL; are based on scientifically based research; and are of sufficient intensity and duration to have a lasting impact on teachers' performance.	Yes	No
28. Teachers of ELLs are fluent in English and, when appropriate, in any other language(s) used for instruction, including written and oral communication skills.	Yes	No
39. The district has provided training to staff who administer, evaluate, and interpret the results of the assessment methods used (via <b>state IPT</b> & ACCESS training).	Yes	No



## EXIT CRITERIA

30. The district has established an exit criterion. <b>Please see <i>Equal Access compliance manual</i> at <a href="http://www.ed.state.nh.us">www.ed.state.nh.us</a>.</b>	Yes	No
How many ELLs (in district) exit the program after:		
30a. less than 1 year		
30b. 1 to 3 years		
30c. 3 to 5 years		
30d. 5 years or more		
31. The exit criteria ensures that ELL can:		
31a. <b>Speak English</b> sufficiently well to participate in the district's general educational program.	Yes	No
31b. <b>Read English</b> sufficiently well to participate in the district's general educational program.	Yes	No
31c. <b>Write English</b> sufficiently well to participate in the district's general educational program.	Yes	No
31d. <b>Comprehend English</b> (Listening) sufficiently well to participate meaningfully in the district's general educational program.	Yes	No
32. The district monitors the academic progress of ELLs who have exited the program.	Yes	No
32a. Average years of monitoring (minimum of 2 years required, per NCLB)		
33. The school district determines whether ELLs are performing at a level comparable to their English-speaking peers? <b>Please attach documentation.</b> (See <i>NH ESOL Toolkit &amp; Equal Access</i> .)	Yes	No
34. The district has established procedures for responding to deficient academic performance of ELLs. <b>Please attach a copy of procedures.</b> (See NCLB Title I & Title III law.)	Yes	No
35. ELLs re-enter the (ESOL) language program if they experience academic difficulties in the regular program. <b>Please describe under what conditions.</b>	Yes	No
36. Achievements, honors, awards, or other special recognition rates of ELLs are similar to those of their peers.	Yes	No
36a. Percent of English-monolingual students in Talented and Gifted programs		
36b. Percent of ELLs in Talented and Gifted programs		
36c. Percent of ELLs in district		

## PROGRAM EVALUATION

37. The district conducts a formal evaluation of its program for ELLs to determine its effectiveness. <b>Please attach a copy of the brief report.</b>	Yes	No
38. The district disaggregates data of ELLs. <b>Please attach copies of disaggregated data for starred items.</b>	Yes	No
38a. grade retention*	Yes	No
38b. graduation*	Yes	No
38c. dropout rates*	Yes	No
38d. gender	Yes	No
38e. English proficiency	Yes	No
38f. economically disadvantaged	Yes	No
38g. ITBS/ITED achievement levels	Yes	No
38h. multiple measures of academic achievement	Yes	No

### EQUITABLE ACCESS

39. The quality of <b>facilities and services</b> available to ELLs are comparable to those available to all other students.	Yes	No
40. The quality and quantity of <b>instructional materials</b> in the program are comparable to the instructional materials provided to all other students.	Yes	No
41. ELLs participate in classes, activities, and assemblies with all the other students	Yes	No
42. ELLs have access to the full school curriculum (both required and elective courses, including vocational education) while they are participating in the ESOL/ESL language program.	Yes	No
43. Counseling services provided to ELL are comparable to those available to all other students.	Yes	No
44. ELLs have opportunities for full participation in special opportunity programs, (e.g., Gifted & Talented, Advanced Classes, Title I, Special Education programs, etc.)	Yes	No
45. ELLs are not segregated while taking their classes	Yes	No
46. ELLs are integrated in classes such as P.E. music, arts, etc.	Yes	No

### SPECIAL EDUCATION

47. The district utilizes procedures for identifying ELLs who may be in need of special education services. <b>Please attach copy.</b>	Yes	No
48. The district's procedures for identifying and assessing ELL for special education take into account language and cultural differences. <b>Please attach copy.</b>	Yes	No
49. Testing instruments used to assess ELLs for language dominance and special education placement are valid and reliable for these specific students.	Yes	No
50. Persons who administer special education assessment tests to ELLs are specially trained in administering the tests.	Yes	No
51. Staff member who conducts special education assessments for ELLs are fluent in the student's primary language.	Yes	No
52. The instructional program for ELL in special education takes into account the student's language needs.	Yes	No
53. The district ensures coordination between the regular and the special education programs in meeting the particular needs of ELL who are in special education.	Yes	No
54. The district identifies and places all ELL who need special education services in a timely manner.	Yes	No
55. The parents or guardians of special education ELL are notified of their rights and responsibilities in a language they can best understand.	Yes	No

### NOTICES TO PARENTS

56. The district communicates with parents/guardians of students with a primary home language other than English in a meaningful way (a form that parents can understand). For example, school forms are translated. <b>Please attach copies of translated forms.</b>	Yes	No
57. Parents of ELLs are notified no later than 30 days after the beginning of the school year of child's identification & participation in ESOL and of student and parental rights.	Yes	No
58. The district uses interpreters or translators to assist in communicating with parents/guardians who do not speak English.	Yes	No
59. Parents/guardians of ELLs are well informed of the district's special educational programs.	Yes	No

**ESOL SELF-STUDY**

**This self-study is based on data from \_\_\_\_\_ academic year.**

District or Building: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Administrator: \_\_\_\_\_

Completed by: \_\_\_\_\_

Date \_\_\_\_\_

Title: \_\_\_\_\_

Phone #: \_\_\_\_\_

E-mail: \_\_\_\_\_

**Please add comments as needed.**

## **Revisions/Amendments to the ESOL Plan**

The ESOL District Plan is approved by the School Board and is a document that provides guidelines for the District-wide implementation of the ESOL program.

The ESOL District Plan is reviewed annually at a meeting of the ESOL District-wide Committee in January. Amendments to the plan require the approval of the entire District-wide committee. Minor procedural amendments can be implemented with committee approval. Any significant revisions require the approval of the Milford School Board.

## **Professional Learning Needs Assessment**

Assessment of professional learning needs in ESOL is determined by a teacher survey conducted in the fall at least once every two years.. Results of this survey will be shared with the ESOL District-wide Committee and the District Professional Development Committee. Professional learning opportunities in ESOL are afforded through a variety of methods including academy workshops and out-of-District conferences and meetings, as well as recommended readings and web resources.

**Section 9:**

*Information  
for  
Classroom Teachers*

## WIDA's English Language Proficiency Performance Definitions

<b>At the given level of English language proficiency, English language learners will process, understand, produce, or use</b>	
<b>5- Bridging</b>	<ul style="list-style-type: none"> <li>▲</li> <li>• the technical language of the content areas;</li> <li>• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse including stories, essays, or reports;</li> <li>➤ oral or written language approaching comparability to that of proficient English peers, when presented with grade level material</li> </ul>
<b>4- Expanding</b>	<ul style="list-style-type: none"> <li>• specific and some technical language of the content areas;</li> <li>• a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs;</li> </ul> <p>oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication, when presented with oral or written connected discourse with occasional visual and graphic support</p>
<b>3- Developing</b>	<ul style="list-style-type: none"> <li>• general and some specific language of the content areas;</li> <li>• expanded sentences in oral interaction or written paragraphs;</li> <li>➤ oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support</li> </ul>
<b>2- Beginning</b>	<ul style="list-style-type: none"> <li>• general language related to the content areas;</li> <li>• phrases or short sentences;</li> <li>➤ oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication, when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support</li> </ul>
<b>1- Entering</b>	<ul style="list-style-type: none"> <li>• pictorial or graphic representation of the language of the content areas;</li> <li>• words, phrases, or chunks of language, when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support</li> </ul>

From *Introducing WIDA's English Language Proficiency Standards*, M. Gottlieb 6-04

## **GUIDELINES FOR ADAPTING MATERIALS FOR ESOL STUDENTS:**

1. Focus on critical knowledge more than details.
2. Omit some activities or requirements that are inappropriate for the student's language level or too time-consuming for the amount of learning delivered.
3. Focus on having the student do a few things well. Shorten some assignments – the length of reports or readings or number of questions.
4. Offer options in how understanding is demonstrated: Oral reports instead of written ones; written reports instead of tests; art work instead of research paper, where appropriate.
5. Grade for effort and progress at the student's proficiency level. Explain format of test, directions, meaning of multiple choices. Allow more time for exams. Have ESOL teacher or adult aide read test questions aloud.

## **GUIDELINES FOR COMMUNICATION WITH ESOL STUDENTS:**

1. Place topic sentences first in each paragraph. Supporting details follow.
2. Reduce words in sentences and sentences in a paragraph.
3. Use the subject-verb-object pattern for most sentences.
4. Simplify the vocabulary that will be used, but retain the key concepts and technical terms.
5. Do not use a lot of synonyms in the body of the text. Use the same terms over again.
6. Introduce new vocabulary with clear definitions and repeat those new words as frequently as possible within the text passage. Try to help students connect new vocabulary with known vocabulary.
7. Use the simpler verb tenses such as the present, simple past or simple future.
8. Use imperatives in materials that require following directions, such as a laboratory assignment.
9. Write in the active voice, not the passive voice. "John Hancock signed the Declaration of Independence." INSTEAD OF: "The Declaration of Independence was signed by John Hancock."
10. Keep pronouns to a minimum unless their antecedents are very obvious.
11. Be careful with indefinite words such as: "it", "there", and "that" at the beginning of sentences. Instead of writing: "There are many children working on computers," simply write: "Many children are working on computers."
12. Eliminate relative clauses with "who", "which", or "whom" wherever possible. Make the clause a separate sentence.
13. Minimize the use of negatives, especially in test questions (e.g., "Which of the following is NOT an example of...") If negation is necessary, use the negative with verbs such as: do not go – rather than negations like NO LONGER or HARDLY.
14. Preserve the features of the text that convey meaning. For example, it is important to familiarize ESOL students with sequence markers: FIRST, SECOND; transition words such as ALTHOUGH, HOWEVER; and prioritizing terms: MOST IMPORTANT; since they need to learn how to recognize and use them. The degree of sophistication for these features, however, should reflect the students' LANGUAGE PROFICIENCY.

## Some Common Misconceptions About Second Language Acquisition

(from ESOL Toolkit 9/00)

*The following statements represent common misconceptions about ESOL students and language acquisition. The explanations that follow are based on the most current theory that has evolved from extensive research in first and second language acquisition.*

**“This child has been in my room for three months and hasn’t said one word in English. There must be something wrong.”**

A silent period of several weeks to several months has proven useful for students new to a language and should not be considered undesirable for a beginning second language learner (Dulay, Burt, and Krashen 1982). Reception (understanding what you hear) precedes the production of language. Strategies have been developed for incorporating the silent period into an instructional program.

**“These students need English to function effectively now and in their future. The more English they hear, the quicker they’ll learn it. Special methods aren’t necessary. If they listen long enough, they’ll get it.”**

The current research indicates that learners acquire a second language not through “maximum exposure” to a language, but rather through “comprehensible input,” i.e., insuring that the learner understands the communication (Krashen 1981). Teachers can help insure that academic input is comprehensible by using graphic organizers, advance organizers, semantic mapping, lots of visual aids, allowing student interaction through cooperative learning, and numerous other ESOL techniques that have evolved from theories developed through linguistic research.

**“The way that child speaks English really concerns me. Every other word is wrong and, believe me, I’ve corrected him.”**

Research indicates that errors are positive signs of language acquisition. The majority of errors that second language learners make are developmental in nature and do not become internalized. They are inevitable, systematic, and are similar to the errors young children make when they learn their first language (Dulay et al. 1982). Second language learners’ errors can be used diagnostically to determine what the student does know. Teachers are encouraged not to intervene too soon or too often and to respond directly to the communication rather than to its form.

**“I have worked hard and diligently drilling grammatical structures, and the students still don’t apply them. I’ve really tried. There must be something wrong.”**

Language is more than an assemblage of structures. It is best learned where individuals are engaged in meaningful communication about topics they perceive to be important. (Krashen and Terrell, 1982)

**“The more they maintain their language, the more mistakes they are going to make in English. The syntax is different.”**

Recent research indicates that errors in the second language are usually not the result of interferences from the first language. Rather, errors are often attributable to sources of difficulty within English itself and are similar to errors made as native speakers acquire English. (Chun 1980)



*(Some Common Misconceptions About Second Language Acquisition, continued)*

**“I told this child’s mother she had better only speak to him in English so that he’ll see that it’s important to her that he learn English. Maybe that will help.”**

There is substantial evidence that proficiency in a student’s second language develops more easily and quickly if his first language is well developed. It is the quality, not the quantity of exposure to English that makes the difference. Parents and children need to continue their nurturing relationship in a comfortable, relaxed, and natural atmosphere. To impose artificial restraints on that relationship can undermine the foundation of the family and interfere with first language acquisition. (Cummins 1979)

**“This student doesn’t need an ESOL program. He understands me and his classmates. He can communicate in English.”**

Full proficiency in English cannot be assessed only on the basis of social, day-to-day language that is context embedded and dependent on face-to-face communication. Students in upper grades are required to use context-reduced language to gain access to academic information. An example of a typical social studies question, “Tell me the features of democracy”, reveals the complexity of the linguistic task involved in acquiring and producing academic information in a second language. The language proficiency needed to accomplish such a task may take from five to seven years to develop. (Cummins 1982)

**“This child is code-switching (alternating back and forth between languages) constantly. He’s confused – there must be something wrong.”**

Shifting from one language to another within utterances is not necessarily an indicator of language confusion or a language disorder (Mattes & Omark 1984). Code-switching often follows a logical pattern that retains the meaning of communication. It often indicates creative use of both languages and is a systematic and meaningful mode of communication of bilingual communities. (Dulay et al. 1982)

**“I can’t get help for this student from his parents: they can hardly speak English.”**

It’s often falsely assumed that if parents are not fluent in English, their ability to contribute to the child’s academic development is extremely limited. Parents, however, have provided the foundation for all of their child’s future learning. Encouraging them to talk to their child in their own language will help to expand the child’s facility with language. Parents can also be instrumental in providing a wide variety of new experiences for developing concepts that the child can transfer to the school setting. (Cummins 1984)

**“This child has been at our school for 18 months and is not learning English as well as other limited English proficient students I’ve taught. His sixth grade brother is doing much better. There must be something wrong.”**

Because all bilingual children have different language experiences, comparison of an LEP child’s language abilities should be made to other bilingual speakers with similar cultural, linguistic, and schooling experiences, not just number of years in the U.S. In this case, the older brother may have had an opportunity to develop his primary language before being exposed to English and as a result he may have more fully developed cognitive academic language proficiency. (Mattes & Omark 1984)

This material is adapted from the Massachusetts Association for Bilingual Education Newsletter, Winter/Spring 1988 edition.  
Originally distributed by the Equal Education Opportunity Office, NH Department of Education  
and the New Hampshire ESOL Resource Center, Concord NH

## **References**

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