



Stafford Public Schools

Guidelines and Procedures for Education of English Language Learners (ELL)

2022-2023

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ELL Program Overview/Goals

The U.S. Supreme Court's interpretation of the Civil Rights Act in the case of Lauie Nichols (1974) established that local school districts and states have the obligation to provide appropriate services to limited-English proficient students. Title III of No Child Left Behind (Public law 107-110, 2002) requires states to provide for the equitable education and assessment of English Language Learners (ELLs). Public Act 77-588, Section 10-7 of the Connecticut General Statutes requires identification and effective programming for ELLs. Stafford Board of Education Policy 6141.311 affirms the district's commitment to provide a quality education to all students. Full proficiency in English is critical for the long-term personal, social, and economic development of all students in the United States.

The ELL standards describe the proficiencies in English that ELL students need to acquire in order to attain the same high level standards in other content domains, including English language arts, as fully proficient English-speaking students. Thus, the [Connecticut English Proficiency Standards](#) (CELP) is the starting point for developing effective and equitable education for ELL students.

English language instruction for ELL students must be part of a comprehensive and challenging educational program that takes into account ELL students' social, educational, and personal backgrounds as well as their existing skills and knowledge base.

Stafford Public Schools will align ELL students' instruction with the goals and standards of the Common Core Standards and the Connecticut State Department of Education ELL Frameworks, utilizing guidance and resources developed by federal government (OELA, OCR) and the Connecticut State Department of Education, as well as support organizations such as RESCs, SERC, CAPELL, REL, CAL.

Connecticut English Language Proficiency Standards and Practices K-12

By the end of Grade 12, students will listen, speak, read and write proficiently in English in both academic and social contexts.

Program Goals

As a result of education in Grades K-12, students will:

- Goal 1: use English to communicate in social settings;
- Goal 2: use English to achieve academically in all content areas;
- Goal 3: use English in socially and culturally appropriate ways.

The Connecticut English Language Proficiency standards assist educators in understanding the grade-band language, knowledge, and skills necessary for English Learners to meet the college and career readiness standards for success in school. These standards provide a direction for students as they work toward proficiency in combination with the Connecticut Core Standards.

The Ten CELP Standards

Standard 1:	An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.
Standard 2:	An EL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
Standard 3:	An EL can speak and write about grade-appropriate complex literary and informational texts and topics.
Standard 4:	An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.
Standard 5:	An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.
Standard 6:	An EL can analyze and critique the arguments of others orally and in writing.
Standard 7:	An EL can adapt language choices to purpose, task, and audience when speaking and writing.
Standard 8:	An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.
Standard 9:	An EL can create clear and coherent grade-appropriate speech and text.
Standard 10:	An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing.

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English Language Learner (ELL) Guidelines and Procedures

Students Eligible to Participate in the ELL Program

According to Public Act 99-211, An Act Improving Bilingual Education in the State of Connecticut, all students who were raised in a home where a language other than English is spoken (identified via the information provided on the [Home Language Survey](#) (HLS) provided at registration) must be interviewed and screened to determine their English proficiency. If students are determined by the assessment to be not proficient in English, they are eligible to receive EL instruction/support. Identification and screening of students should follow the [guidelines](#) provided to all buildings from the district.

Home Language Survey (HLS)

The HLS is available in [Arabic](#), [English](#), [Haitian Creole](#), [Mandarin Chinese](#), [Polish](#), [Portuguese](#) and [Spanish](#). If the parent or guardian is not able to access the written HLS, the HLS can be administered orally. The HLS script is also available on the English Learners page in [Arabic](#), [English](#), [Haitian Creole](#), [Mandarin Chinese](#), [Polish](#), [Portuguese](#) and [Spanish](#).

In order to ensure consistent entrance procedures, each district must ask the same three questions on the HLS.

The three questions are:

- 1. What is the primary language spoken in the home, regardless of the language spoken by the student?**
- 2. What is the language most often spoken by the student?**
- 3. What is the language the student first acquired?**

If one or more questions indicate a language other than English, the student must be assessed with the CSDE designated ELP test to determine English learner status.

Communication with Parents/Guardians

State law requires parents/guardians to make an educated choice of program placement for their children. Information will be provided explaining the support services available in the Stafford Public Schools through a [formal letter](#) sent to the family by the school principal following identification. Communications must be provided in the preferred language of the family. Translation and interpretation services are provided by the district at no cost to the families. Upon delivery of the initial communication, the district will also provide a parent support guide ([ENGLISH](#)) ([SPANISH](#)) for families of students identified as English Learners. Parents have the right to exempt their children from ELL support services. Parents will also receive periodic progress reports from the educators, including notification of the student's continued ESL status. Parents will have annually scheduled meetings with instructional staff during parent/teacher conferences. Parents are welcome to request additional meetings to discuss student program needs, and/or progress.

ELL Instructional Modifications

Teachers will be provided with a copy of the [instructional strategies](#) and modifications to be implemented for each student. Modifications and strategies will be determined by utilizing feedback from the student's previous and current teachers, and will be individualized according to each student's learning strengths and needs. If other content learning issues are present in addition to being ELL, a Student Assistance Team (SAT) meeting will convene. The resulting program may consist of an [EL Student Success Plan](#) or SRBI plan to best meet the needs of the individual student.

Annual Assessment

The Connecticut State Department of Education (CSDE) has adopted the **LAS Links** to assess the linguistic and academic progress of ELL students. Schools are to require language support services for students who are not making **sufficient progress** toward meeting the state standard. Services may include ESL instruction, reading services, classroom modifications, and/or tutoring. Students are required to be tested annually until they reach the standard **whether or not parents/guardians have chosen to exempt their children from ELL support services**. Students who meet the standard will no longer require ELL services.

Exit Procedures

When the student has reached the minimum **Connecticut State EL Mastery Standard**, he/she will be exited from the ELL program to monitor status for at least two years. During that time, school EL Coordinators will confer with classroom teachers regarding grades and student work. Students may receive EL supports as needed. At the end of the monitor years, students will be formally exited from the EL program.

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ELL Registration/Assessment/Placement Process

1. Review Student's Home Language Survey Form completed at registration into the Stafford school system. If any response to the language questions **indicates a language other than English**, a copy of the dominance form is sent to the Office of Curriculum & Instruction.
2. The Director of Curriculum will perform a review of the student's previous records, and administer the LASLinks Screener or Pre-LAS Screener within two weeks of registration to the district.
3. The results of the **LASLinks are recorded** and forwarded to the student's school to be filed in the student's record. If service is indicated, the school Student Assistance Team meets to review the student's program and develop an individualized success plan. The building administrator shares this plan to the classroom teacher, reading specialist, and communicates with parents/guardians about the services available through the ESL program.
4. The Reading Specialist schedules the ELL for service and disseminates information about reading and writing program support to the classroom teachers and/or guidance counselors.
5. The school secretary completes entry of the student status into the PSIS.
6. Progress reports/report cards grades may be sent home with the regular classroom report card.
7. Discuss state approved state summative testing modifications appropriate for individual ELLs with classroom teachers. Complete the forms necessary for compliance. Follow through with testing coordinators and supervisors regarding accommodations for ELLs.
8. Retest LASLinks annually in accordance with state statutes, until the state mastery standard is reached. The LASLinks administration will be scheduled annually and communicated on the district assessment calendar shared to staff in the fall.
9. Results of LASLinks, state summative assessments, and teacher recommendations are used to plan program and/or placement for the next school year.
10. **Annual Student Report to Parents** is sent within the first thirty days of school each year, in compliance with state requirements.

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ELL Instruction and Support

The Stafford English for Speakers of Other Languages (ESL) Program is an immersion model, ESL Pull out program, focusing on individualized support in literacy, reading, and writing. Sheltered Instructional Techniques may be used when appropriate, especially at the middle and high school level.

Content teachers practice inclusion of ELLs in instruction and assessments. Therefore, all staff, including content area, and support staff, attend professional development and/or coaching for improving instruction to ELLs. All staff servicing ELLs receive information about language acquisition and individual student LASLinks levels from the Office of Curriculum & Instruction.

Research-based best practice will be followed in accordance with the Connecticut State Department of Education recommendations for English Language Learners, the ELL Curriculum Framework, content area curriculum frameworks, and the Common Core Standards, with guidance from the federal Office of Civil Rights and the Office of English Language Acquisition, the Connecticut State Education Resource Center (SERC), the Regional Educational Service Centers (EASTCONN, LEARN, ect.), and CAPELL (Connecticut Administrators of Programs for English Language Learners).

PreK - Due to the language rich nature of the developmentally appropriate preschool environment, it has been determined that no direct ESL instruction is necessary for most ELLs (Tabors and Snow pp 103-114).

K-5 - Students are scheduled for 20 minutes to one half hour, 1-5 times per week for direct instruction in literacy and English vocabulary, phonemic awareness, and fluency in the four language domains (Listening, Speaking, Reading, and Writing). In addition, support is provided for content subject areas through additional models and opportunities to practice. Co-teaching with classroom teachers is scheduled as available and appropriate.

6-8 Middle School - Students meet with the reading specialist during daily D-period study hall 1-5 times per week as necessary. Direct instruction is provided (see above), with a focus on learning strategies and greater emphasis on content and academic vocabulary. Classroom teachers are asked to report on the ELL's academic progress during each term.

Monitor Students - Students who have reached the minimum Connecticut State Mastery Standard for ELLs will be monitored for a minimum of 2 years. The Building Administrator will conference with the classroom teachers in person and electronically, and will collect data on a regular basis. Continued assistance will be provided as necessary for strategies, student background, and direct service.

In order to accommodate ELL students in their regular education classes, the following options may be considered. The decisions regarding the use of these options will be made by an Student

Assistance Team, which consists of the reading specialist, classroom teachers, and other personnel appropriate to the individual student's needs:

- Modifications, (e.g., more time, alternate texts and/or assignments, oral versus written testing, etc.)
- Tutoring after school
- Peer tutoring
- Additional programs, as available (e.g., PASS, Summer school, etc.)

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English Language Learners and Special Education

ELLs who are experiencing difficulties must be carefully evaluated to determine if the student has a disability or a language difference that will develop proficiently with time and appropriate intervention.

In addition to ESL service, which is designated by the state Department of Education as a Tier 1 intervention (often with a Tier 2 style of delivery), ELLs experiencing difficulty will be placed in the SRBI process to be given scientific research-based interventions before a Special Education referral is made.

Further information regarding ELLs and Special Education services may be obtained through the Special Education department and the State Department of Education.

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ELL Required Reporting

Title III Grant Application: submitted annually to EASTCONN Title III consortium to apply for funding of supplemental materials, staffing, field trips, and professional development. Follow RESC instructions.

PSIS: when a student is classified as an English Language Learner, the Office of Curriculum shall forward status updates to the school secretary as soon as possible to enter the ELL into the PSIS database as an ELL, with language dominance other than English. The Stafford ELL program codes (formerly LEP codes are:

- 05 NOT eligible for mandated bilingual education. ES or other English language support provided: A. pull out with TESOL certified teacher, B. push in/co-teaching with TESOL certified teacher in mainstream classroom, C. Sheltered English Instruction-modified content instruction with TESOL certified teacher, or D. Other
- 06 No service due to parental request

The PSIS entry will be checked by the state in October, January, and July each year. Any discrepancies will be reported to the district to be corrected. The Title III funding allocations are determined by the October 1 PSIS.

Parent notification:

- Parents will receive notification of student placement and the right of refusal within 30 days at the start of the school year, or within 2 weeks of student enrollment during the year.
- Parents also will receive an annual report of progress and placement each year until the student is exited from the ESL program.

Student Progress: In addition to the parent notification above, performance will be shared through report cards for elementary and middle school students. High school grades will be posted on the district's PowerSchool platform per the high school schedule.

LAS Links: must be reported annually during the assessment testing window which usually commences in January. LASLinks reports will be forwarded to the child's school annually to be included as a record in the students file.

Achievement of Mastery Level:

- Must be reported as soon as possible on the “mastery” and “date of mastery” fields in the ELL Data Application in SEptember of each year.
- In addition, parents are notified using the Annual Report of Progress.
- District program codes, language dominance, and ELL status must also be changed in the PSIS.

Annual Title III Report to the State Department of Education: submitted by June 30, with information regarding programming, student qualitative indicators, staff professional development, and number of students completing the Seal of Biliteracy.

Title III District Monitoring Protocol: Federal policy requires the state to monitor districts receiving Title III funding. This may occur at one of three tiers: a self-assessment checklist to be submitted to the state with no feedback; a self-assessment checklist with evidence and feedback from the state; or a self-assessment checklist with evidence, a site visit from the state, and feedback.

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ELL Student Progress Report

Teacher:	School:	Date:
Grade:	Subject:	

Please provide some feedback on the academic progress of the following ESL student in your classroom:

Overall, this student:	Always	Usually	Sometimes	Never	N/A
Comprehends classroom presentations					
Comprehends and follows oral directions					
Volunteers answers in class					
Participates in class activities/discussions					
Communicates ideas clearly (orally)					
Communicates ideas clearly (written)					
Comprehends and follows written directions					
Completes class work on time					
Receives average or better test scores					
Relates well to peers					

Comments:

Modifications for this student:

Please return to your school administrator. Thank you for your assistance in the collection of this information.