

ENGLISH LANGUAGE SERVICE THREE-YEAR PROGRAM PLAN

SCHOOL YEARS 2017-2020

NEW JERSEY DEPARTMENT OF EDUCATION
Division of Learning Supports and Specialized Services
Office of Supplemental Educational Programs
Bureau of Bilingual/ESL Education
P.O. Box 500
Trenton, NJ 08625-0500

Email completed plan to: ellreports@doe.state.nj.us

Save the plan using the following file name format:
countycode-districtcode-districtname (e.g. 00-0000-sampledistrict.docx)

For a summary of Three Year Plan program review elements, consult:
<http://www.nj.gov/education/bilingual/policy/ImplementingELLPrograms.pdf>

District Information

Hunterdon/19
County Name/Code

Franklin Township/1600
District Name/Code

Sophia Van Ess, School Supervisor
Name and Title of Person Completing

Sophia Van Ess, School Supervisor
Name and Title of Contact Person

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City State Zip

ENGLISH LANGUAGE SERVICES THREE-YEAR PLAN
SECTION I: STATEMENT OF ASSURANCES

A. Statement of Assurances Based on N.J.A.C. 6A:15 [Mark "X" for each if in compliance]

1. The ELS program is operated in compliance with New Jersey statutes and regulations.
2. There are less than 10 ELLs enrolled district wide.
3. The district uses a screening process, initiated by a home-language survey, to determine which students must be tested for English language proficiency.
4. Within 30 days of the beginning of the school year, the parents/guardians of ELLs are notified annually by mail in their dominant language that their child has been identified as eligible for enrollment in an ELL program and of their right to decline program services in accordance with New Jersey regulations. In addition, parents are notified by mail in their dominant language when a determination has been made to exit a student from a program. Parents/guardians also receive individual student progress reports as indicated in N.J.A.C.6A:15-1.13.
5. A budget for the ELS program is developed that specifies how state/local funds are directly related to the ELS program instructional services and materials.
6. All ELLs are identified for services with an approved ELP assessment (list can be found at http://www.nj.gov/education/bilingual/resources/prof_tests.htm). All ELLs in grades K-12 are tested annually with ACCESS for ELLs, the state English language proficiency assessment.
7. ELLs who are determined to be eligible for special education and related services or eligible for speech-language services continue to receive bilingual/ESL services. These students are exited from ELL status using multiple measures, not through an IEP determination.
8. Students are monitored for at least two years after they exit ELL status. Former ELLs are evaluated for academic progress to ensure they have not been prematurely exited, gaps in content knowledge due to ELL program services have been addressed, and ELLs are meaningfully participating in the standard instructional program comparable to their English-speaking peers.
9. When parents/guardians refuse program services, alternative supports are provided for these students (e.g., training the student's classroom teacher in sheltered instruction) and an annual ELP test is administered until the student has been exited from ELL status.
10. The district uses the following multiple measures to determine which students are ready to exit a language assistance program:
 - Department-established standard on an English language proficiency test
 - Classroom performance and the student's reading level in English
 - Judgment of the teaching staff member(s)
 - Performance on achievement tests in English

Chief School Administrator

Signature

Date Signed

Date of Board Approval

**ENGLISH LANGUAGE SERVICES THREE-YEAR PLAN
SCHOOL YEARS 2017-2020
SECTION II: PROGRAM DESCRIPTION**

Please complete the following information. Indicate the days and amount of time student(s) receive services.

A. Program Information

SCHOOL NAME	NUMBER OF STUDENTS	ELS INSTRUCTIONAL TIME	
		Days/Wk	Minutes/Day
Franklin Township School	0	0	0
TOTAL ELL STUDENTS	0		

Number of students whose parents have refused ELS services: 0

B. Program Narrative

Districts operating an ELS program should complete a narrative describing the program. The narrative must include the focus of instruction and the certification of the teacher(s) providing ELS. (200 words or less)

The Basic Skills teacher, in a pull out program, provides instruction to improve the English listening, speaking, reading and writing skills of the students to enable them to successfully participate in a regular classroom program. The focus provides academic support through creative measures to teach basic vocabulary through the Common Core State Standards. When necessary in class sessions provide the L.E.P. students with extra support within their regular classrooms and give the ELS provider an opportunity to observe how the students are functioning within that setting. When it is observed that a student has made considerable progress and appears to be functioning at a level appropriate for their age/grade, the first consideration is their standardized test score obtained from the ACCESS for ELL test. If they have met the exit criteria or score suggested by WIDA, a discussion takes place between the child's classroom teacher(s) and the ELS provider. If the child is reported to be functioning at or around grade-level in all areas (listening, speaking, reading, writing, etc.) and they have achieved at least the cutoff score on the ACCESS test and have scored in the average range on other standardized assessments for the district, the child is exited from the ELS program.

C. Professional Development

Succinctly describe how district staff will receive professional development in strategies to meet the needs of ELLs.

- Orton-Gillingham Training
- Bureau of Education & Research Seminar for ELL Teachers
- Max Scholar
- WIDA Access for ELLs