

ENGLISH LANGUAGE SERVICE THREE-YEAR PROGRAM PLAN

SCHOOL YEARS 2021-2024

**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)

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. X The ELS program is operated in compliance with New Jersey statutes and regulations.
2. X There are less than 10 ELLs enrolled district wide.
3. X The district uses a screening process, initiated by a home-language survey, to determine which students must be tested for English language proficiency.
4. X 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. X 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. X 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. X 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. X 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. x 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. X 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

Timothy Capone
Chief School Administrator

Signature

Date Signed

Date of Board Approval

Montague Township/3300
District Name/Code

Sussex/37
County Name/Code

**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
Montague Township	<5	3 days per week	35 per day
TOTAL ELL STUDENTS	<5		

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)

Goals and Objectives of ELS Program

In accordance with New Jersey’s Bilingual Code, “English language services” means services designed to improve the English language skills of students of limited English proficiency. These services, provided in district boards of education with less than 10 students of limited English proficiency, are in addition to the regular school program and have as their goal the development of aural comprehension, speaking, reading and writing skills in English.”

The goal of the Montague Township ELS program is to provide skill development in the conventions on the English Language in the areas of aural comprehension, speaking, reading and writing skills sufficient to achieve on grade level success. Students will be able to demonstrate completion of the required course work in all subject areas by attaining a passing grade.

Focus of Instruction of the ELS Class

The instructional focus will be placed on providing the student with a full educational opportunity. The pupil’s cultural background and language abilities will be taken into consideration. The evaluation procedures shall accurately reflect the pupil’s ability rather than the impairment, and may be administered in the pupil’s native language or mode of communication, unless it is clearly unfeasible to do so.

Services will include staff members who are highly qualified in Speech and Language, World Language, English Language Arts, or Elementary and who are fluent in the English language. The designated staff will work one on one with the child 2/3 times per week for 30 minutes or as deemed necessary by the ELS team, including both instruction and oversight of the child’s progress. In addition, the child will have access to academic improvement instruction, a speech teacher, guidance counselor, and the Child Study team, if deemed necessary.

In order to determine if a student is ready to exit the ELS program, the school’s English Language Services Procedure will be implemented and the team (teachers, Guidance Counselor, and Administration)

will review the student's academic progress. This progress will be measured by the student's performance in the classroom, as well as their score on the ACCESS for ELLs, the state English language proficiency assessment

C. Professional Development

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

Professional Development

District staff members who work with ELLs will receive professional development in strategies to meet these students' educational needs via a variety of options which include but are not limited to the following:

- Attending NJ DOE sponsored events
- Participate in collaborative PLC's
- Collaborate with Regional ELL educators within the county or state
- Attend workshops, enroll in coursework or online events