

Section 7: MONITORING PROCEDURES

18) Identify who is responsible for conducting the required two-year monitoring follow-up of former ELLs once they have exited the ESOL program.

School ESOL contact/designee with input from classroom teacher(s), and any other applicable staff.

18a) Explain how the ELLs' progress is documented in the Student ELL Plan.

The ELLSEP folder includes a section for documenting the exited ELL progress. Exited student's academic performance is monitored on an on-going basis and is documented on the ELLSEP folder at four specific times after exiting: first report card; end of first semester; end of first year; and end of second year.

18b) Indicate what documentation is used to monitor the student's progress. Check all that apply.

Report Cards

Test Scores

Classroom Performance

Other (Specify) _____

19) Describe the procedure(s) followed when the academic performance of former ELLs is not on grade level.

If the student's performance is unsatisfactory, the ESOL contact or designee convenes an ELL Committee meeting to determine the reason(s) for the student's lack of progress and to recommend appropriate alternative interventions, including possible re-entry into the ESOL Program.

20) When former ELLs are reclassified as ELL and re-enter the ESOL program, who is responsible for initiating a new Student ELL Plan, updating the student data, and ensuring the appropriate placement? Include a description of the procedures/processes.

Responsible staff includes school ESOL contact and or Guidance Counselor/designee. The school ESOL contact initiates a new ELLSEP folder. Appropriate placement is made based on the recommendations of the ELL Committee. All post-reclassification information is documented on the student's ELLSEP folder.

21) Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program.

The recommended program delivery model is based on the student's instructional needs and previous academic placement as discussed at the ELL Committee meeting. As appropriate, referrals for additional services are made as well as additional interventions. The student will be provided with additional state or district approved diagnostic assessments in Reading, Writing, Science and/or Math to determine the nature of the student's difficulty and areas of academic needs.