

District ELL Administrator/Coordinator Handbook



As the district ELL coordinator or administrator, you have several responsibilities. These include:

- Ensuring that your district complies with applicable federal and state laws and policies related to ELLs
- Acting as your district point of contact for the state for matters related to ELLs
- Disseminating information from the state to educators/administrators in your district
- Ensuring the proper identification of ELLs
- Reporting ELLs in the LEP Census
- Ensuring the accuracy of the LEP Census for your district
- Ensuring the proper instructional placement of ELLs in your district
- Ensuring that the English language instructional program in your district adheres to best practices
- Coordinating the annual language proficiency testing (ACCESS for ELLs®) of ELLs in your district
- Coordinating Title III grant applications and district Title III activities
- Coordinating professional development for ESL and general education teachers in your district
- Analyzing data concerning the ELLs in your district and developing action plans to address areas of concern
- Ensuring a process for exiting students when they meet the state-defined, required exit criteria
- Ensuring that parents are provided with information as required by federal and state regulations

This guide is meant to outline all of the relevant information necessary for you to fulfill your responsibilities as the district ELL coordinator/administrator.

Administrator or Coordinator?

Your district must appoint an ELL administrator and also possibly an ELL coordinator based on the criteria from the state ELL regulations (R.I.G.L. 16-54) outlined below:

L-4-11. Personnel — administrators. — (a) A school district with an English Language Learner program shall designate an administrator to be responsible for this program. An administrator in a low-incidence district who does not have an English as a Second Language teaching certificate or an English as a Second Language endorsement must appoint an ELL Coordinator, who must have at least one of these credentials. High-incidence school districts must appoint a full-time ELL Administrator whose primary responsibility is the development and management of the district's ELL program. Low-incidence districts that utilize an ELL Administrator on a less than full-time basis must also appoint an ELL Coordinator.

Compliance with applicable federal and state laws and policies

You should become very familiar with the state regulations (R.I.G.L. 16-54) regarding the education of ELLs. They can be found at <http://www.ride.ri.gov/Portals/0/Uploads/Documents/Inside-RIDE/Laws-Regulations/English-Language-Learners-Regulations.pdf>.

In addition to the state regulations, you must become familiar with applicable federal laws and regulations as well:

- Title III of NCLB - <https://www2.ed.gov/policy/elsec/leg/esea02/pg39.html>
 - Title VI of the Civil Rights Act of 1964 - <http://www.justice.gov/crt/about/cor/coord/titlevi.php>
 - EEOA of 1974 - <http://uscode.house.gov/download/pls/20C39.txt>
 - Other laws and court precedents - <http://www2.ed.gov/about/offices/list/ocr/ell/edlite-glossary.html>
-

Acting as your district point of contact for the state / Disseminating information

The state relies on the network of district ELL directors to disseminate information and gather feedback and input. You must notify the state that you are the ELL administrator or coordinator so that you can be placed on the information distribution list.

To be placed on the information distribution list, contact:

- **Bob Measel** – ELL Specialist, Office of Instruction, Assessment, and Curriculum – robert.measel@ride.ri.gov
- **Pat Morris** – ELL Specialist, Office of Student, Community, and Academic Supports – Patricia.morris@ride.ri.gov
- **Emily Klein** – ELL / Special Education Specialist, Office of Student, Community, and Academic Supports – emily.klein@ride.ri.gov

Also, the state facilitates monthly ELL Director's network meetings. The meeting schedule is e-mailed out with the annual PD schedule and also posted to the ELL website at http://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/English-Language-Learners/Annual_ELL_PD_Schedule_2012-2013.pdf. These meetings provide an excellent opportunity to network with your colleagues from other districts, share experiences, ask questions of each other and the state, and to provide input and feedback to the state. The meetings generally last two to three hours and are held in the morning.

You will be the single point of contact for your district for all issues related to ELLs. You will be receiving information from the state via e-mail and network meetings. It is your responsibility to disseminate certain information to teachers in your district. For example, the annual state-offered PD schedule and registration instructions are sent out from RIDE in August or September to the statewide ELL Directors network. If you do not forward that schedule to the appropriate personnel in your district (by e-mail, posting in the schools, hardcopy in mailboxes, or whatever means is most feasible), then they will not be able to take advantage of the PD offered.

Ensuring the proper identification of ELLs

RIDE developed a statewide identification process for districts to use when identifying newly enrolling ELLs. The document can be found at <http://www.ride.ri.gov/StudentsFamilies/EnglishLanguageLearners.aspx>.

Districts are not required to use this document, but all steps in the procedure are required. In other words, a district may choose to develop their own identification procedure, but it must include all of the steps outlined in the state document.

Direct links:

[ELL Identification Procedure](#) 

[Identification Tutorial](#) 

State regulations require that parents be afforded the opportunity to review the identification and program placement decision and either accept or waive the placement. A parent may not waive any part of the identification process including language proficiency screening. A parent may also not waive the actual identification of their child as an ELL. A parent may only waive placement in a specialized program of instruction (i.e. bilingual education, ESL class, after-school tutoring, etc.). Please carefully review the guidance document at

<http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Other-Subjects/Guidance-on-LEA-Obligations-for-Waivered-ELLs.doc>. It contains important information regarding the district's responsibility for waived ELLs. Failure to properly adhere to these responsibilities will result in OCR compliance findings and require corrective action by the district.

Reporting ELLs in the LEP Census

You are responsible for ensuring that all ELLs in your district are reported to the state in the LEP Census. The Census is an eRIDE data collection tool hosted by the state. You must have an eRIDE account and have the LEP Census application added to your eRIDE account to log into the Census. If you do not have an eRIDE account or need the Census added, see your IT or school administrator.

https://www.eride.ri.gov/default_secure.asp

Rhode Island Department of Elementary and Secondary Education
Information Services

Bob Measel

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[RIDE Staff](#)
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Welcome to eRIDE!

User Profile (bmea00) [Edit my Profile](#) | [Change Password](#)

Name: Bob Measel
Email: robert.measel@ride.ri.gov
Phone: 222-8480
District/Office: Assessment & Accountability/Rhode Island Department of Elementary and Secondary Education, RIDE program manager/coordinator

YOUR eRIDE portal for Rhode Island Department of Elementary and Secondary Education
 You have been given special access to the following database applications for your district/school. Simply click on the application icon to submit, update and manage your data.

[LEP Census](#)
[RIDE Calendar](#)
[NECAP Scheduling](#)
[RIDE Calendar](#)
[RIDE Calendar](#)
[SASID Match](#)

Once you log in to the Census you will be taken to the home screen. From there you can download the 'user's guide'. This guide will explain all the steps for correctly completing and maintaining the Census. Please read through it carefully before contacting RIDE for assistance.

The Census is the source of information that the state uses to order test pre-ID labels, report information to the federal government, monitor districts, and conduct research. If your Census is not accurate or complete, then there are potential impacts on many important activities.

Rhode Island Department of Elementary and Secondary Education
Information Services

Bob Measel

[eRIDE](#) > [LEP Census for Rhode Island Department of Elementary and Secondary Education \(2012-13\)](#) [Logout](#)

Update active status as of (date): [Update](#)

Find student(s) by name: [Find](#) (see below for instructions)

[Download 2011 ACCESS Data file](#)
[Download 2012 ACCESS Data file](#)

[users guide](#) | [forms](#) | [set up language table](#) | [set up teacher table](#) | [set up country table](#) | [student listings lookup/add student](#) | [maintenance reports](#) | [batch update student demographic and program status](#)

SchCode	School Name	Total in Census	# Active	# Monitored	Last Updated	Date Signed Off
00	Rhode Island	45140	9420	1789	3/8/2013	

Ensuring the proper instructional placement of ELLs in your district

You must determine which program models your district is employing to meet the needs to ELLs. Once a student is identified as an ELL, you must then ensure that the student is appropriately placed within the instructional program to maximize opportunities for academic success based on all of the information gathered during the identification process including current English proficiency.

For example, if your district has a newcomer program, you must ensure that there are clear criteria for student placement in the program and that enrollment personnel adhere to a process for appropriate placement based on those criteria. Also for example, if your district has a bi-lingual program, you must ensure that there are criteria for placement in that program (e.g. students who would benefit the most from this type of program). You may also wish to group students with similar language needs together to maximize the effectiveness of specialized instruction or targeted supports.

Ensuring that the English language instructional program in your district adheres to best practices

Your district must employ a program to meet the needs of ELLs in accordance with OCR guidelines outlined in Castaneda vs. Pickard (1982). This is referred to as the English language instructional program (ELIP). RIDE produced a guidance document to help districts choose/identify the program model(s) that will be employed. The document can be found at

<http://www.ride.ri.gov/StudentsFamilies/EnglishLanguageLearners.aspx> under the “Programs & Resources” tab.

Document direct links:

[Program Description Worksheet](#)



This document also serves as a program self-assessment by outlining best practices and essential criteria for effective programs. It should be referenced periodically to ensure that the district program is comprehensive and designed to adhere to best practices.

Coordinating the annual language proficiency testing (ACCESS for ELLs®) of ELLs in your district

Rhode Island is a member of the World Class Instructional Design and Assessment (WIDA) Consortium. WIDA is a consortium of twenty states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners. As a member of the WIDA Consortium, Rhode Island utilizes the ACCESS for ELLs® to annually measure the English language proficiency (ELP) of ELLs across the state. The ACCESS for ELLs® was developed by the Center for Applied Linguistics in collaboration with the WIDA Consortium. The ACCESS for ELLs® is aligned to the WIDA Summative English Language Proficiency Standards and has been accepted by the United States Department of Education as a valid and reliable assessment of English proficiency. Rhode Island requires that the ELP of all ELLs be measured annually with the ACCESS for ELLs®.

For more information on how the results of this assessment are used for accountability purposes, see the Description of Title III AMAO document at <http://www.ride.ri.gov/StudentsFamilies/EnglishLanguageLearners.aspx>.

An online tutorial explaining the ACCESS for ELLs® test ordering and administration process for Rhode Island can be accessed at <http://www.ride.ri.gov/InstructionAssessment/Assessment/ACCESSforELLs.aspx> under the “Modules” tab. Please review this tutorial carefully before contacting RIDE for assistance.

You can also find additional information about the ACCESS for ELLs® at <http://www.wida.us/assessment/ACCESS/>.

Your responsibilities for the annual ELP testing are to:

- ensure that the test booklets are ordered on time,
- ensure that the LEP Census data is up to date and correct prior to the state ordering pre-ID labels for tests,
- receive the test materials from MetriTech (the company that produces and scores the test),
- ensure the security of the test materials while they are in your district,
- ensure that all test administrators are properly trained and certified (see testing tutorial),
- ensure that testing is completed within the testing window (mid January through mid February), and to
- return ALL testing materials to MetriTech by the end of the testing window.

Coordinating Title III grant applications and district Title III activities

As the district ELL administrator/coordinator, you have certain responsibilities related to the district application for Title III grants if your district participates in Title III.

Title III of NCLB provides funding for supplemental activities for ELLs. Your district may apply for a Title III grant if it meets the minimum grant threshold of \$10,000. The number of ELLs required to meet this threshold changes slightly from year to year based on federal funding and the number of state grant applications. If your district does not have a sufficient number of ELLs to meet this threshold, it may enter into a consortium with other districts. In this case, the ELLs from all consortium members are combined to meet the threshold and one of the member districts, acting as the fiscal lead for the consortium, applies for a grant on behalf of all member districts.

If your district receives Title III funding, it is held accountable for Title III Annual Measurable Achievement Objectives (AMAOs). There are three AMAOs defined in Title III. They are:

- AMAO 1: Progressing in English language acquisition – annual increases in the number or percentage of students making progress in learning English
- AMAO 2: Exiting or reaching English language proficiency – annual increases in the number or percentage of students attaining English language proficiency by the end of each school year
- AMAO 3: ELL-Annual Measurable Objectives (AMO) – adequate progress for the ELL subgroup (under Title I) in meeting grade-level academic achievement standards in English Language Arts (Reading) and Mathematics

Rhode Island has established the following criteria for AMAOs:

AMAO 1: annual increases in the number or percentage of children making progress in learning English

Growth expectation:	Gain of ≥ 0.5 ACCESS for ELLs [®] overall composite level for an individual student
Starting point target:	27% of students making a gain of ≥ 0.5 ACCESS for ELLs [®] overall composite level
Ending point target:	56% of students making a gain of ≥ 0.5 ACCESS for ELLs [®] overall composite level
Confidence interval:	95%
Years from starting to ending:	2009-2010 to 2017-2018 (nine test administrations in an eight year span)
Annual increases:	2010 target of 27% 2011 target of 30% 2012 target of 33% 2013 target of 36% 2014 target of 40% 2015 target of 44% 2016 target of 48% 2017 target of 52% 2018 target of 56%

AMAO 2: annual increases in the number or percentage of children attaining English proficiency by the end of each school year

Definition of “attainment”:	ACCESS for ELLs [®] composite score \geq 4.5. Scores from both Tier B and Tier C will be acceptable. For the Kindergarten ACCESS, the <i>accountability score</i> will be used.
Starting point target:	18% of LEP students served by a subgrantee will score at or above the proficient level
Ending point target:	34% of LEP students served by a subgrantee will score at or above the proficient level
Confidence interval:	95%
Years from starting to ending:	2009-2010 to 2017-2018
Annual increases:	2010 target of 18% 2011 target of 19% 2012 target of 20% 2013 target of 21% 2014 target of 23% 2015 target of 25% 2016 target of 28% 2017 target of 31% 2018 target of 34%

AMAO 3: Adequate yearly progress for LEP children

The method for calculated AMAO 3 for Title III subgrantees will be consistent with that used under Title I for AYP outlined in the Rhode Island School Consolidated Application Accountability Workbook.

(<http://www.ed.gov/admins/lead/account/stateplans03/ricsa.pdf>)

Accountability Cohorts

Rhode Island will not implement any accountability cohorts (including those based on the number of years that ELLs have been enrolled in a program of English language instruction) for AMAOs 1 and 2. Rhode Island will, however, implement grade-span cohorts consistent with Title I for AMAO 3.

Minimum group size

Rhode Island will not apply a minimum group size to AMAO 1 and AMAO 2 determinations.

Application of accountability provisions

Rhode Island holds all eligible entities accountable for achievement of AMAOs in accordance with section 3122(b) of Title III Part A. LEAs that do not meet the minimum subgrant threshold and enter into a consortium to receive funds under Title III will not be held individually accountable. The consortium is held accountable as a single entity and the consortium lead will be held responsible for all accountability provisions under section 3122(b). AMAOs will be calculated and reported to individual LEA consortium members when possible (i.e. when there are sufficient numbers of ELL students), but only for the purpose of aiding improvement efforts and not for the purpose of holding the consortium members individually accountable.

District Title III Classification System

Title III subgrantees must meet all three AMAO targets to “meet” AMAOs. For accountability purposes outlined by section 3122(b) of Title III Part A, subgrantees shall be classified according to the following table:

The subgrantee...	Classification
met all AMAOs	Unclassified
did not meet AMAOs for one year	Title III Watch
did not meet AMAOs for two consecutive years	Title III Improvement I
did not meet AMAOs for three consecutive years	Title III Improvement I
did not meet AMAOs for four consecutive years	Title III Improvement II

Subgrantee and state responsibilities and requirements relating to failure to meet AMAOs are described in Section 3122(b) of Title III Part A.

Title III funds may only be used to supplement existing programs and activities for ELLs. They may not supplant local or state funds and they may not be used to fund activities required by state or federal laws or regulations. Title III, Section 3115(g), requires that funds available under a subgrant be used "to supplement the level of federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for LEP students and immigrant students and in no case to supplant such Federal, State, and local public funds." For example, if a particular activity last year was paid with nonfederal funds, the same activity this year cannot be paid with federal funds. State-mandated activities must be paid with state funds first. In this section, "supplement" means "an addition;" "supplant" means "to take the place of." Title III funds must be used to increase the English proficiency of LEP students by providing high-quality supplements to language instruction educational programs. A full list of required and authorized expenditures may be found in Section 3115(c), (d) of Title III. These services may be provided directly by the LEA, another LEA, and institutions of higher education, community-based organizations, or private sector entities in any combination.

You can access the Title III legislation at <https://www2.ed.gov/policy/elsec/leg/esea02/pg39.html>. You should become familiar with this information in order to effectively manage Title III grant applications, funds, and activities.

A detailed explanation of Title III requirements can be found at <http://www.ride.ri.gov/StudentsFamilies/EnglishLanguageLearners.aspx>.

Document direct links:

[Title III Overview](#)



The process for grant application

Each year districts submit a Consolidated Resource Program (CRP) application, which describes how the district will use the federal money supplied under the federal programs, title I, Title II, Title III and IDEA. The No Child Left Behind Act of 2001 (NCLB) reauthorized the Elementary and Secondary Education Act (ESEA). The central themes of the reauthorized ESEA are standards and assessment, accountability and school improvement, increased flexibility for application of federal resources, and an increased emphasis on educator quality, proven teaching strategies and parent engagement. Throughout the different titles of ESEA, the recurrent theme is to utilize federal resources to ensure that all students achieve high standards, particularly those in the lowest performing schools.

NCLB goals correlate extremely closely with the underlying purposes of the Rhode Island Student Investment Initiative (Article 31 – R.I.G.L. Section 16-7.1) and the Comprehensive Education Strategy. This Consolidated Resource Plan application seeks to maximize those similarities to ensure maximum integration and consolidation of effort. To that end, we are especially interested in eliciting evidence of systemic, crosscutting approaches to addressing problems of low student achievement in core academic areas.

ESEA resources should be utilized to enhance your existing state and local improvement efforts. The Consolidated Resource Plan (CRP) provides the opportunity to move towards a fuller integration in the use of these resources and your other state and local funds.

The electronic application called **AcceleGrants** will again require the district to provide information about the manner in which resources provided to you through six federal funding sources will be spent. These funds should provide supplementary support for the strategies found in your strategic plan. You should be able to connect the investments detailed in this Consolidated Resource Plan directly to action plans that are part of your Strategic Plan. The final step in integrating your planning process is to draw connections between your strategies and action plans and the budgetary resources that you report on here, as well as your broader budget.

Your CRP should be fully consistent with your annual update to your District Strategic Plan. In addition, please note that if your district is in Transformation, you must align your CRP with the plan and strategies selected under transformation.

Each district will supply the title III administrator with log-in information which will allow them access to Accelegrants. <http://gms.ride.ri.gov/> AcceleGrants system contains a library with a vast amount of information including detailed program guidance with links to federal web sites, program data, submission instructions, AcceleGrants navigation guidance, as well as the documents which need to be submitted with the plan. No log in is needed to access the materials in the document library. (See screen shots below.)

RIDE CRANSTON (07)
Emily Klein [Logout]

Home > Funding Applications

Funding Applications

2012

All Active Applications

ENTITLEMENT FUNDING APPLICATIONS	AMENDMENT	STATUS	STATUS DATE
Consolidated	1	RIDE CRP Coordinator Final Approved	3/23/2012

BUDGET ENTRY REVIEW
[Budget Summaries](#)

CASH REIMBURSEMENT REQUESTS AND QUARTERLY FINANCIAL STATUS REPORTS
[Consolidated](#)

http://www.ride.ri.gov/Accelegrants/DocumentLibrary/Default.aspx?T=634689685230764284

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CRANSTON DOCUMENTS
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AGENCY DOCUMENTS

- + TITLE I, PART A DOCUMENTS
- + CRP - 4/26/11 WEBINAR MATERIALS
- + ACCELEGRANTS SYSTEM RESOURCE MATERIALS
- + FY 11-12 CRP - OVERVIEW, GUIDANCE, AND REQUIRED FORMS
- + FISCAL DOCUMENTS
- + TITLE I, PART D DOCUMENTS
- + TITLE II (A) DOCUMENTS
- + TITLE III DOCUMENTS
- + TITLE IV DOCUMENTS
- + IDEA (PART B AND PRESCHOOL)
- + FY 2011-2012 CRP AMENDMENT MATERIALS (Posted 2/02/12)
- + FEDERAL STIMULUS FUNDS (Instructions, Guidance, and Forms)
- + ARRA REPORTING COMMUNICATIONS AND INFORMATION
- + RACE TO THE TOP (RTTT) DOCUMENTS

The CRP district coordinator will submit the entire grant once the superintendent has reviewed and approved it. The Title III application is review by personnel at RIDE in the Title III program office. The fiscal office reviews the application as well. The review page (see below) will indicate areas that need corrections indicated by NLA. If the OK column is filled in, no corrections are needed. Usually a comment will be added by the RIDE reviewer on the page where a correction is needed. An email is sent to the people in the district responsible for the program notifying them that the grant is approved or needs corrections. The same process of submission is followed.

The screenshot displays a web-based review interface. On the left, there is a sidebar with 'Contact RIDE', 'My Profile', and 'Help' buttons. A 'Session Timeout in 00:48:16' warning is visible. The main area contains a checklist of items for review, organized into sections: 'PRIVATE SCHOOL SERVICES', 'RELATED DOCUMENTS', 'BUDGET - PROGRAM REVIEW', and 'BUDGET - FISCAL REVIEW'. Each item has four columns for status: 'NA', 'NRR', 'NLA', and 'OK'. A comment box at the bottom shows a comment from Patricia Morris dated 2/25/2013 3:29 PM, stating: 'The Title III Application has been programmatically reviewed. The application is being returned to allow needed revisions. Please see the Review Details page in the Title III application for status of the application items, review summary and comments, and further instructions for responding.'

Coordinating professional development for ESL and general education teachers in your district

The district is responsible for providing professional development related to teaching ELLs to ALL teachers working with ELLs (not only ESL teachers) in accordance with R.I.G.L. 16-54-2 L-4-12.

L-4-12. Professional development. — (a) All school districts with ELL programs must provide sustained, high quality job-embedded professional development for administrators, coordinators, instructional coaches, school and community liaisons, guidance counselors, all teachers and other personnel who work with English Language Learners. Title III funds may not be used for this required Professional Development. The following topics, along with other topics the district deems to be appropriate, shall be addressed on a quarterly basis:

1. Research-based instructional methods and assessment practices for ELLs and ELLs with disabilities
2. Second-language acquisition
3. Culturally Responsive Education Practices.
4. Family and Community involvement strategies
5. Language minority issues in education

(b) During their first year of employment, all district staff who work with English Language Learners shall be trained in ELL program requirements as well as in district practices and procedures for English Language Learners.

(c) ELL professional-development activities shall be included in the district’s professional- development plan and in district and school improvement plans, and these activities shall be aligned with Rhode Island’s Professional Development Standards.

It is your responsibility to ensure that these opportunities are made available to teachers and that teachers are made aware of them.

The state offers up to six PD opportunities each year. These workshops are free of charge, but the district must pay the cost of substitute teachers. The annual PD calendar that includes detailed descriptions of the workshops can be found at <http://www.ride.ri.gov/StudentsFamilies/EnglishLanguageLearners.aspx> under the “Programs & Resources” tab. You will also periodically receive e-mails alerting you to additional PD opportunities that you should disseminate appropriately.

Analyzing data concerning the ELLs in your district and developing action plans to address areas of concern

Analyzing data from assessments that ELLs take is an important part of many aspects of work that you will be doing as the district ELL administrator/coordinator. It is essential that you have or develop some basic skills in working with data and also a foundational knowledge of second language acquisition and how it affects outcomes on non-ELP assessments.

RIDE provides data analysis workshops for all educators and for ELL directors specifically. These will be communicated to you via e-mail. You can find information from past workshops at <http://www.ride.ri.gov/StudentsFamilies/EnglishLanguageLearners.aspx> under the “Programs & Resources” tab. You can also learn about WIDA data analysis and research on the WIDA website at <http://www.wida.us/Research/>.

Ensuring a process for exiting students when they meet the state-defined, required exit criteria

Students may be exited from the ELIP only when they have met the minimum criteria for exit outlined in the state-defined, required exit criteria document. This document can be found at <http://www.ride.ri.gov/StudentsFamilies/EnglishLanguageLearners.aspx> at the bottom of the page.

Document direct links:

[Rhode Island Required Exit Criteria](#)



This process must be documented in the students’ permanent record.

Once a student has been exited, he/she begins a two year monitoring process and must be reported in the LEP Census as Monitor 1 or Monitor 2. During this time, if a student begins to struggle academically as a result of second language acquisition needs, he/she may be reclassified as an active ELL and placed back into the ELIP.

Monitoring must be a formalized process and must be documented. You may choose the method for accomplishing this, but it must, at a minimum, include periodic reviews of the students’ academic progress in all core classes.

Ensuring that parents are provided with information as required by federal and state regulations

Both Title III of NCLB and RI state regulations require that parents receive certain types of information from the school/district. At a minimum, parents must be provided with:

- a complete description of the student’s placement and the reasons for that placement referral
- A detailed description of the academic program in which their children will be enrolled

- A detailed description of the supports or specialized program for English language acquisition in which their children will be placed
- Information regarding their right to waive placement in a specialized program for English language acquisition
- The results of the annual ELP assessment (ACCESS for ELLs®)
- Notification of a change in the ELLs program or service
- Written notification of the proposed exit decision and an explanation of the rationale for the decision
- Information regarding their right to appeal the district's decision to exit their child from the school's English Language Learner program in accordance with L-4-23 [Procedural safeguards]

In addition to the above listed requirements for Section L-4-22 of R.I.G.L. 16-54-2 outlines the minimum criteria for parental involvement. (<http://www.ride.ri.gov/StudentsFamilies/EnglishLanguageLearners.aspx>)

CRITERIA FOR PARENT INVOLVEMENT

[R.I.G.L.16-54-3(6)]

L-4-21. Parent involvement. — *Each district shall provide for the involvement of parents of English Language Learners in the development, implementation, and evaluation of programs for these students.*

L-4-22. Minimum criteria for parent involvement. — (a) *The school district together with the liaison, shall develop a written parent-involvement plan that includes outreach to the ELL community. Parents shall be informed of the multiple ways that they can become involved in the education of their children, not only in ELL programs, but also in other school programs, services, and activities.*

(b) *The school district shall provide culturally and linguistically appropriate parent-education programs or parent outreach and training activities that are designed to assist all parents of ELL students to become active participants in the education of their children.*

(c) *The school district shall include input from the parents of English Language Learners when it considers improvements not only in ELL programs but also when it considers improvements in other school programs in which English Language Learners may be involved.*

(d) *The school district shall present the annual ELL action plan from the District Strategic Plan and the Federal Title III component of the Consolidated Resource Plan for parent review. Results of English Language Learner performance on state assessments and ELL graduation rates shall be provided annually to parents.*

(e) *The school district shall require each one of its schools to have at least one parent representative of ELL students from each of the language groups with more than 20 students in that school to serve on School Improvement Teams (SIT). School Improvement Teams shall receive training and information on relevant ELL issues including, but not limited to, ELL state regulations and federal programs*

(f) *Parents shall be informed of their right to decline to have their child participate in English Language Learner programs and to remove their child from English Language Learner programs. (20 U.S.C. 7012 (a)(7) Parents will also be informed that even though ELL program services are waived, the student will still be considered to be an English Language Learner who must be assessed on the state's annual English Language Proficiency assessment. If a family does not participate in the identification, assessment and placement process, the student shall not be penalized; additional outreach and attention shall be given to the family to educate them about the process and to encourage participation.*