

Banks School District English Language Development Program

English Language Learner

Plan of Service

May 2015

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Banks School District ESL/ELL Program

Section I – Banks School District Demographics

The Banks School District is located approximately 25 miles west of Portland along highway 26 and highway 6. Banks is a rural district serving 450 square miles including the towns of Banks, Manning, Buxton and Timber. The school district’s boundaries stretch 20 miles from east to west and approximately 18 miles north to south. Most of the terrain is either farm or forest land. The town of Banks has a population of 1,784 residents and is the only town of size within the district. The total catchment population is approximately 3,000 residents. Due to the large area of the district, 95% of students are bussed to and from school.

Agriculture and timber are the main economic industries in the district. A majority of the district’s population is employed outside of the district’s boundaries. Over the past decade the demographics of the area have shifted from being an agriculture-based community to a mix of agricultural occupations and a professional commuter population.

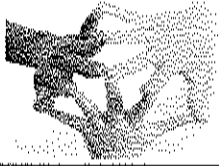
The district has a total of three schools, Banks Elementary School, Banks Junior High School and Banks High School. The district total enrollment is currently 1,130 students. Below is the enrollment history since the 2009-10 school year. We are a declining enrollment school district, which has placed a significant strain on our annual budget along with reductions to state school funding.

1. Enrollment

BSD Student October count	09-10	10-11	11-12	12-13	13-14	14-15
BES Student Count	595	575	556	551	552	463
BJH Student Count	207	192	184	190	190	301
BHS Student Count	391	393	396	389	370	405
Total Count	1193	1160	1136	1130	1112	1169

2. The following data indicates the attendance distribution during the 2014-15 school year:

School	Grades Served	Total Enrollment
Banks Elementary School	K – 5	463
Banks Middle School	6 – 8	301



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Banks High School	9 – 12	405
Banks School District	K – 12 and Transition age 18-21	1169

3. The Banks School District’s 2014-15 ethnic diversity is represented below, in the table.

	White #	White %	Native American #	Native American %	Asian #	Asian %	Black #	Black %	Hispanic #	Hispanic %
Banks Elementary School	476	86%	2	.36%	3	.54%	0	0%	41	7.42%
Banks Middle School	164	86%	1	.52%	3	1.6%	0	0%	15	7.89%
Banks High School	318	86%	2	.54%	6	1.62%	1	.27%	23	6.21%
Banks School District	958	86%	3	.27%	12	1.08%	1	.09%	79	7.10%

During the 2014-15 school years the Banks School District, served 18 students in ELD classes. This represents less than 2% of the total population within the district. The distribution of the district’s ELL population is represented in the following table.

4.



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School	Grades Served	Total ELL Enrollment #	Total ELL Enrollment %
Banks Elementary School	K – 5	14	3%
Banks Middle School	6 – 8	4	1.3%
Banks High School	9 – 12	0	0%
Banks School District	K – 12	18	1.5%

The Banks School District has seven students who are dual identified as ELL and special education, less than 1% of total enrollment. The information is below in the table.

School	Grades Served	Total ELL and SPED #	ID areas	Total ELL and SPED %
Banks Elementary School	K – 5	5	1 LD 1 ASD 3 CD	1%
Banks Middle School	6– 8	3	1 ED 2 LD	<1% (.9%)
Banks High School	9 – 12	0		0%
Banks School District	K – 12	7		<1% (.5%)

- Our ELL students identified for special education services are served under the categories of (1) Autism Spectrum Disorder, (3) Learning Disability, and (2) Communication Disorder, and Emotional Disturbance (1).
- There are no (0.00%) ELL students enrolled in the district's talented and gifted program.



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- 7- Banks Elementary School is a Title I Targeted Assistance school. Students who are Migrant, eligible under Title III/ELD programs, or other Federal programs such as McKinney-Vento are priority considered for Title 1 services and placed in service based on the targeting criterion in grades K-3. In 2014-15 three EL's participated in Title I reading programs. Our district was identified as a Tier 3 school. None of our schools fell in the Focus, Priority or Model range this year.

It is the district's goal to have ELL students attain English language proficiency within four to seven years of enrollment in the district's ELD program. State performance targets as measured by the ELPA and reported through the Annual Measurement of Achievement Objectives (AMAO's) are as indicated below:

- 8: AMAO 1: This target data indicates the annual increase in English proficiency, and is measured as the proficiency level gain on the ELPA per year of academic instruction for all identified ELL students. The current target is that 61% of LEP students will move one proficiency level higher by the end of the school year.

Banks School District had 69% of ELL students meet this target during the 2013-14 school year.

- 9: AMAO 2: This target describes the annual increase in attainment of English Language Proficiency using two separate calculations;

AMAO 2A: Measures the total number of ELL who have exited ELD services as English proficient. The target is that 19% LEP students will attain proficiency by the end of the school year.

Banks School District had 28% of ELL students meet this target during the 2013-14 school year.

- 10: AMAO 2B: Measures the number of students who have exited ELD services as proficient who have been identified as ELL for 5 years or more, out of the total identified population. The target is that 29% of identified LEP students will attain proficiency at the end of the school year.

Banks School District had 50% of ELL students meet this target during the 2013-14 school year.

- 11-12: Currently, there are four student on first year monitoring status. There are two students on two-year monitoring status.



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13: In 2014-15 there were 7 former ELL's attending BSD schools. Currently, there are four student on first year monitoring status. There are two students on two-year monitoring status.

14: There are no (0.00%) students represented who have re-entered the ELL program from monitoring status.

15: The Banks School District has no (0.00%) students whose parents declined English language development educational services.

AMAO 3: Defined as the number of students meeting Oregon statewide assessment benchmarks in the content areas of Reading, Math and Science. Banks School District has previously been not rated for this target due to the small cell size of our student population in tested grades.

The following chart indicates progress of LEP students toward meeting statewide assessment benchmarks in tested grades for 2013-14

16: ELL Students in grades 3-12 OAKS scores 2013-14.

Students	Reading	Mathematics
Banks Elementary School - 8 Students in grades 3-5	Student 1: Met Student 2: Not met Student 3: Met Student 4: Met Student 5: Not Met Student 6: Not met	Student 1: Not met Student 2: Met Student 3: Not met Student 4: Not met Student 5: Not Met Student 6: Not met
Banks Junior High School - 4 student in grades 6-8	Student 7: Not met Student 8: Not Met Student 9: Not Met Student 10: Not met	Student 7: Not met Student 8: Not met Student 9: Not met Student 10: Not met
Banks High School 0 students in grades 9-12		



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Banks School District	30% met	10% met
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Section 2 – Banks School District Program Goals

The Banks School District is committed to providing effective educational programs, equal opportunities and access to education for all students in the school district. Educational programming is designed to ensure students graduate from high school prepared for college or career by offering a wide range of educational opportunities, and access to the Career Information Systems website to assist students in exploring opportunities for life beyond school that meets their personal and educational goals. Students with varying levels of English proficiency are provided instructional programs that develop the student's English proficiency while also providing academic instruction. Limited English proficient students are provided equal access to academic education and success is measured through equitable academic achievement. Banks School District works to comply with state and federal laws/regulations in meeting the needs of students identified as Limited English Proficient. The following information provides overview of such laws:

Oregon State Laws

Oregon Administrative Rules (OAR) and Oregon Revised Statutes (ORS) for Education that related to English Language Learners (ELL) are listed on page 67 in the Appendix section of this guide. The Appendix lists the sections in OAR and ORS that pertain to ELL, with hyperlinks to specific sections for viewing of complete text. Web page addresses for OAR and ORS sites are:

OAR: http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_581/581_tofc.html

ORS: <http://www.leg.state.or.us/ors/home.htm>

The following OAR and ORS are a few, but not all, of those that relate to English Language Learners (ELL).

ORS 336.079 Special English courses for certain children. Specific courses to teach speaking, reading and writing of the English language shall be provided at kindergarten and each grade level to those children who are unable to profit from classes taught in English. Such courses shall be taught to such a level in school as may be required until children are able to profit from classes conducted in English.

[1971 c.326 §3; 1993 c.45 §77]



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ORS 659.850 Discrimination in education prohibited; rules.

(1) As used in this section, “discrimination” means any act that unreasonably

differentiates treatment, intended or unintended, or any act that is fair in form but discriminatory in operation, either of which is based on race, color, religion, sex, sexual orientation, national origin, marital status, age or disability. “Discrimination” does not include enforcement of an otherwise valid dress code or policy, as long as the code or policy provides, on a case-by-case basis, for reasonable accommodation of an individual based on the health and safety needs of the individual.

(2) A person may not be subjected to discrimination in any public elementary, secondary or community college education program or service, school or interschool activity or in any higher education program or service, school or interschool activity where the program, service, school or activity is financed in whole or in part by moneys appropriated by the Legislative Assembly

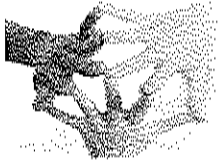
(3) The State Board of Education and the State Board of Higher Education shall establish rules necessary to ensure compliance with subsection (2) of this section in the manner required by ORS chapter 183. [Formerly 659.150; 2007 c.100 §29]

OAR 581-021-0046(8) Bilingual or Linguistically Different Students. Districts shall develop and implement a plan for identifying students whose primary language is other than English and shall provide such students with appropriate programs until they are able to use the English language in a manner that allows effective and relevant participation in regular classroom instruction and other educational activities.

OAR 581-023-0100 (4)

(4) Pursuant to ORS 327.013(7)(a)(B), the resident school districts shall receive an additional .5 times the ADM of all eligible students enrolled in an English as a Second Language program. To be eligible, a student must be in the ADM of the school district in grades K through 12 and be a language minority student attending English as a Second Language (ESL) classes in a program which meets basic U.S. Department of Education, Office of Civil Rights guidelines. These guidelines provide for:

- (a) A systematic procedure for identifying students who may need ESL classes, and for assessing their language acquisition and academic needs;
- (b) A planned program for ESL and academic development, using instructional methodologies recognized as effective with language minority students;
- (c) Instruction by credentialed staff and trained in instructional strategies that are effective with second language learners and language minority students, or by tutors



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supervised by credentialed staff trained in instructional strategies that are effective with second language learners and language minority students;

(d) Adequate equipment and instructional materials;

(e) Evaluation of program effectiveness in preparing ESL students for academic success in the mainstream curriculum.

(f) Evaluation of program effectiveness in preparing ESL students for academic success in the mainstream curriculum.

(g) Process for transition from ELL Services that include procedures and criteria for determining when students no longer need those services. The criteria shall include:

(A) Achieving at the Advanced level on the State's English Language Proficiency Assessment (ELPA).

(B) The Advanced level is a culmination of progress demonstrated on the same state proficiency measure over a legitimate period of time.

Equal Access/Lau v. Nichols

In 1970, the federal Office for Civil Rights (OCR) issued a memo regarding school districts' responsibilities under civil rights law to provide an equal educational opportunity to ELLs. This memorandum stated:

Where the inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.

Although the memo requires school districts to take affirmative steps, it does not prescribe the content of these steps. It does, however, explain that federal law is violated if:

- students are excluded from effective participation in school because of their inability to speak and understand the language of instruction;
- national origin minority students are inappropriately assigned to special education classes because of their lack of English skills;
- programs for students whose English is less than proficient are not designed to teach them English as soon as possible, or if these programs operate as a dead end track; or parents whose English is limited do not receive school notices or other information in a language they can understand.



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Educational Objectives and Approaches

17: The educational objective of English Language Development instruction is for ELL students to (1) fully meet the demands of the Common Core State Standards, (2) learn to effectively employ a second language in academic learning such that they are able to use the language in multiple subjects.

Instruction is research based and focuses on the language domains to increase student language proficiency including; listening, speaking, reading, writing, study skills and strategies, vocabulary development and proper grammar usage of words in both form and function.

Banks School District supports the following two models to assist students in gaining English Language proficiency as cited in the research article “**TYPES OF LANGUAGE INSTRUCTION EDUCATIONAL PROGRAMS (LIEPS)**” **INFORMATION MODIFIED FROM THE BIENNIAL REPORT TO CONGRESS (2005) AND ZELASKO & ANTUNEZ (2000):**

17-18: Research Based Methods of Instruction for ELL’s

Banks School District utilizes research based educational approaches in educating ELL’s. The National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA) and EL Achieve provides a wealth of research data for educators to become proficient in meeting the needs of students in their classrooms whose primary language is not English.

- **1) Pull-out English as a Second Language (ESL) or English language development (ELD)**
 - The goal is to develop fluency in English.
 - ELL students leave the mainstream classroom part of the day to receive ESL instruction, often focused on grammar, vocabulary, and communication skills, not academic content.
 - While there is typically is no support for students’ home languages.

Banks school district attempts to provide support to assist students in development of home language by training parents in the concept that it is best practice for students to maintain their primary language concurrent with development of the second language. Parental involvement activities provided through Title I/Title III focus on assisting parents in understand this, in addition to limited access to children’s literature in Spanish.



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- **2) Sheltered English instruction or Content-based English as a second language (ESL) program I**
 - The goal is proficiency in English while learning content in an all-English setting.
 - Students from various linguistic and cultural backgrounds can be in the same class.
 - Instruction is adapted to students' proficiency in English, and is supported by visual aids and L1 support as available.
 - Fully developed prototypes of this program include **Sheltered Instruction Observational Protocol (SIOP)**, and **Specially Designed Academic Instruction in English (SDAIE)**

Banks School District has provided SIOP training to all general education teachers through the Title III Consortium, and works to ensure new staff have or receive this training as well.

- **3. English Language Development Pull Out**

This model is active at the elementary and junior high school levels serving kindergarten through eighth grade.

Students spend the majority of their educational day in their general education classroom and are “pulled out” for a portion of the day to receive direct instruction in English language development. Students in grades one through six, receive a minimum of 150 minutes of direct instruction per week, 30 minutes each day of school. Junior High students are scheduled for a daily 30-minute block of instruction within their study lab schedule. They return to study lab for academic support following ELD instruction. They are not pulled from core content classes. Kindergarten students receive a minimum of 90 minutes of direct instruction per week, 30 minutes each day of school. Kindergarten classes operate three full days per week on Monday, Tuesday and Thursday.

English Language Development courses are not scheduled during the following core courses and/or instructional times.

- ✓ Language Arts/Reading, Science, Social Studies, Math
- ✓ Special Education Services



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✓ Title I Services

● **English Language Development Class Period**

This model is initiated at the high school when services are necessary. We do not currently have any eligible students at the high school level.

A dedicated English Language Development class period is available for ELL students in the high school. This class is scheduled within the regular class day and provides the student with focused ELD instruction. Students are grouped for instruction according to their English language proficiency level defined through the Oregon State English Language Proficiency Assessment (ELPA) and other accepted research based assessment such as the Adept and the Woodcock-Munoz. Students receive elective credit for this course on their school transcript.

19. District English Language Learner Program Goals

1. Appropriately identify and assess students for ELD eligibility.
2. Increase ELL students' English language proficiency.:
 - Students will demonstrate English proficiency within 5 years of initiating service, with advancement of at least one level of English language proficiency measured annually by ELPA.
3. Utilize research-based curricula, which supports academic English language development.
4. Increase understanding and mastery of core content and elective classes through increased English language development and proficiency as measured by SBAC and/or local assessments.
5. Provide opportunities for staff development and training to increase understanding of language acquisition, acculturation and implementation of teaching strategies to provide accessible content to ELL students.
6. Increase family involvement and provide opportunities for parents and/or guardians to engage in their student's education. (This is done collaboratively with Title 1 programming)



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7. Evaluate the ELL program and services provided to students on an annual basis.

20. Core Content Knowledge Goals

ELL students enrolled in the district's program will show mastery of subject matter content to same extent as all students in the district. The success of ELL students in meeting district goals is measured through a variety of formative and summative assessment tools.

21. The district will use the following measures to determine the effectiveness of English language efficiency goals:

- SBAC
- ELPA
- Subject area work samples
- Student final grades
- Progress monitoring assessments/District assessments

22-23: Assessment:

Students' increased English language proficiency based on AMAO targets is measured by using a variety of the following tools. These assessments are administered regularly over the course of the school year. Data and results are analyzed and compared to track student progress growth.

- ✓ Oregon State English Language Proficiency Assessment (ELPA)
- ✓ Woodcock-Munoz Language Proficiency Survey
- ✓ Adept
- ✓ Curriculum Based Assessments
- ✓ SBAC Oregon Statewide Assessments (OAKS/Smarter Balanced)
- ✓ Report Card Grades
- ✓ Portfolio and/or Work Samples
- ✓ Staff Observations, Teacher Reports and/or Conferences

25. In the Banks School District, we hold rigorous academic expectations for all our students. Our district wide goal is 100% graduation rate with students leaving high school



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college and career ready. We also want our exiting high school students to leave with at least 9 college credits. English Language learners are included in these district wide goals. 24. EL's have the additional objective of becoming english proficient within 5 years of entering into service. These goals will help ensure that our EL students leave our schools college and career ready.

Section 3: Identification of Potential English Learners

27. All students registering in the Banks School District complete a registration packet before entering school. The school secretary provides this packet to parents. Parents are asked to provide biographical information, signature for release of records from prior school district, if applicable, and immunization information. (Students identified under the McKinney-Vento Act follow registration procedures outlined under that Act.)

Our registration materials also collect data for identification of Recent Arrivers. Recent Arrivers may include any student who has not previously attended school in the United States or US Territory. Students may include Kindergarteners, adoptees from other nations, and foreign exchange students. These students will be reviewed for potential identification in the same manner as any student registering for school.

Assistance is provided for parents who have a language barrier in completing forms, to include an interpreter if needed. Families who speak Spanish will receive translation from one of three fluent Spanish speaking staff members in the district (Pat Marlia, Molly Lewis). Each packet includes a Home Language survey. This is completed for every registering student. This survey is designed to assist the district in determining whether students may have a primary home language other than English or other reason listed below that might prompt screening/assessment. The survey also provides information as to the language first heard and/or spoken by the student.

School aged students are identified with Limited English Proficiency (LEP) under the following guidelines of the Elementary and Secondary Education Act of 2001-NCLB-Title IX:

The student is enrolled or preparing to enroll in an elementary school or secondary school:

1. Was not born in the United States or whose native language is a language other than English;
2. Who is a Native American or Alaska Native, or a native resident of the outlying areas; and



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3. Comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
4. Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
5. Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
 - I. The ability to meet the State's proficient level of achievement on State assessments;
 - II. The ability to successfully achieve in classrooms where the language of instruction is English; or
 - III. The opportunity to participate fully in society

26, 28: This home language survey is completed within 30 days of the beginning of the school year and within two weeks of registration during the school year. This survey also prompts an assessment of the student's English language proficiency level. The assessment is completed by the certified ELD teacher.

If a home language survey is not completed during registration, the school secretary will contact the parent to complete the form before the student is assessed for ELD services.

School secretaries review the home language surveys received and forward a copy of any survey in which a language other than English has been indicated to the district ELD teacher immediately.

Upon receipt of the home language survey, the ELD teacher reviews the surveys and determines whether to proceed with an evaluation of the student's language proficiency skills. Students identified with a home language other than English, or to be of Native American* descent, are initially made eligible by administration of the Woodcock-Munoz Language Survey. These tools are used to determine whether placement in the English Language Development program is appropriate. Students are assessed and made eligible or ineligible within 30 days of start of the school year or within two weeks of enrollment after the initial 30 days.



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The Woodcock-Munoz Language Survey is a norm-referenced measure of reading, writing, listening, and comprehension. Its purpose is to establish language proficiency levels in English and/or Spanish.

Training for these tools is provided through collaboration with NWRESD ESL Consortium and ESL teachers from other districts, and/or training workshops.

Following the assessment to determine eligibility for ELD services, the ELD teacher will notify parents through a letter in the language spoken in the home, of their child's eligibility. Parents/guardians are notified as to whether or not their child qualifies for services.

The ADEPT assesses key forms, or grammatical structures, through carefully worded prompts that elicit student responses. Responses to the prompts provide teachers with data regarding a student's proficiency in use of grammatical structures and general use of vocabulary receptively and expressively. The Systematic ELD Quick Screen (Susana Dutro) and The ADEPT are used to place students in proficiency level groups. These tools are not used for identification.

Classroom teachers are provided a copy of the letter and the assessment results of their respective students. This procedure is maintained to ensure effective and meaningful communication regarding an ELL student's needs are being communicated with the appropriate educational staff.

Students being served within the district's ELD program from the previous school will continue to receive ELD services until they successfully meet program exit requirements. Parents are notified of the student's continuation in ELD services.

The ELD teacher will send updated enrollment and assessment information to the student services director within 30 days of the start of the school year. If a student transfers to the district within the school year, the ELD teacher will send the enrollment and assessment information to the Student Services office within two weeks.

The ELD Teacher maintains and increases teaching and/or classroom skills through participation in the NWRESD ESL/Title III Consortium, and the SIOP Coaching with Sonya Carnes, and district professional development offerings. The ELD teacher maintains a teaching endorsement/license in ESL per the Oregon State Teachers Standards and Practices Commission. The ESL teacher attends appropriate trainings, workshops and university courses designed to increase competency in administration of assessments and best practices for teaching and program implementation.



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Data, reports, and NCLB TransAct forms relating to students assessed and/or eligible for ELD services are maintained in the student's cumulative record in the school office in a designated "red folder". TransAct allows for forms to be translated/printed in the home language, and this is completed when necessary. All parent notifications, including reporting of AMAO results are provided to parents within required timelines. Records relative to data required for state reporting requirements are also kept in a file in the Student Services office in the District administration office.

Identification of Native American Students

29. In order to identify Native American students who may need and qualify for services, the ESL teacher reviews the home language survey and determines if it appropriate to administer the Woodcock-Munoz Language Survey to the student. The ESL teacher also relies on teacher referrals, informal observations by staff, classroom grades, test scores, and work samples to determine if the child's culture and/or language is impacting their language acquisition and/or academic success/progress.

30. Students on Family Service Plans and other Special Needs

Some students whose families and/or the student do not have receptive or proficient English language skills receive Early Intervention services through a family service plan. In these instances, special education case managers (Learning Specialists, Speech Language Pathologists, and /or School Psychologists) review the Family Service Plan, meet with Early Intervention service providers, and consult with the ELD teacher during the spring prior to kindergarten. A Woodcock-Munoz in English or Spanish is provided to the student in the preferred language. Dependent on the results, consultation continues between service providers and the ELD teacher to develop a learning plan. Translators are brought in to assist the family in contributing to and understanding their child's plan. Students entering school age, services are provided all program supports for which they are eligible (e.g. Special Education, Title I, Title III, Title X, 504, ELL.)

All language assessments are proctored/administered by the certified ESL teacher. When a concern arises that a student with Limited English Proficiency may have additional educational needs such as Special Education or Section 504 eligibility the following process is followed:



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1. The ELD teacher works with the classroom teacher to collect curriculum based assessment data to document the concern, whether it is academic or behavioral.
2. Parents are notified of the concern and invited to a Student Study Team/CARE Team meeting.
3. The ELD teacher completes the Acculturation Quick Screen to ensure the student's difficulties in school are not due to lack of acculturation or lack of sufficient instruction in learning English. Upon determining that Limited English Proficiency is not the primary reason a student is having difficulty in school, the student is then referred to the building level Student Study Team/CARE Team.
4. Referral to CARE Team at the Elementary level includes a meeting with parents and other school professionals such as the classroom teacher, ELD teacher, principal, learning Specialist, and counselor to determine if further intervention and assessment is needed to determine student strengths, weaknesses, and additional educational needs. If more information is needed, or accommodations and interventions are to be implemented, parents are contacted and consent is gained.
5. Referral to the STT team at the Middle and High school levels include a meeting with specialists including Learning Specialist, School Psychologist, Counselor, Principal, and/or Speech-Language Pathologist. This meeting will review data collected and determine if further intervention and assessment needed. If more information is needed, or accommodations and interventions are to be implemented, parents are contacted and consent is gained.

SST/CARE Team meetings may result in additional general education interventions and/or accommodations that are designed to increase student success, or in evaluation planning for a special education or section 504 assessments.

31. Initial Assessment Procedures

A student is identified as an English Language Learner (ELL) if the student's initial home language includes a language other than English and the student's academic English language abilities are determined to be below those of native English speakers. Academic English abilities are based on the student's performance on formal academic English language assessments.

Initial assessment of *Primary Home Language Other Than English* (PHLOTE) students is viewed as a contributing part of the identification procedure for LEP students. When a student is identified as having a language other than English at home, the student's proficiency level of English is assessed. The assessments used for initial placement include:



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- Woodcock Language Munoz Language Survey
 - ✓ Administered within 30 days of initial enrollment at the beginning of the school year. If student enrolls in the school district mid-year, the assessment is administered within two weeks of enrollment.

The Oregon State English Language Proficiency Assessment (ELPA) is given within the state-testing window. The results of the Oregon ELPA are evaluated and used as a summative assessment tool.

32. The district ESL teacher administers the language assessments. The ESL teacher is licensed to teach K-12 ESOL through the Teacher Standards and Practices Commission of Oregon. The certified teacher reviews and signs the confidentiality and test integrity statement pertaining to the Oregon State ELPA.

33: To collect assessment data, we disaggregate any information provided by the ELPA through ODE. We share ELPA information with teachers prior to the end of each school year. Oregon State ELPA results are communicated through parent letters and notifications. Furthermore, the ESL teacher is available during school wide parent teacher conferences to discuss student performance.

34. Documentation of student assessment data and results are maintained in three areas including:

1. ESL Office Desk Files and Electronic Format
2. Office of Student Services
3. Student Cumulative Files in each building

a. (#35-36 attached)

36: Following the assessment to determine eligibility for ELD services, the ESL teacher will notify parents through letter of their child's eligibility. Parents or guardians are notified as to whether or not their child qualifies for ELD services. Notifications regarding student placement and/or eligibility are provided in English and translated to the home language (when available) utilizing NCLB TransACT forms. These forms are provided by the last day of September at the start of the school year, or within two weeks of identification during the school year, or sooner if possible. Our ELD teacher, Lisa Venable,



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is responsible for ensuring these timelines and appropriate forms are completed and distributed.

Classroom teachers are provided a copy of the letter and the assessment results of their respective students. The district ESL teacher discusses the language needs of the LEP student with the general education teacher and (when appropriate) instructional assistants. This ensures the LEP student receives appropriate instruction to allow for equal access to educational content.

Each trimester students in grades kindergarten through six receive an ESL/ELD report card. Language proficiencies are included based on the student's formative and summative assessments.

Section 4: Program of Service for English Learners

37. The program model used for instruction of LEP students is consistent with educational research and designed to provide effective results for ELL students. This includes developing English language proficiency in a manner that provides for timely and consistent progress over time, and ensures students have access to the general education curriculum to meet rigorous Common Core State Standards. Banks School District uses scientifically researched, systematic instructional practices for reading and mathematics. Our elementary reading program is Scott Foresman Reading Streets, the math program is Go Math. Students at risk of failure are provided assistance through response to instruction practices, and dependent upon specific instructional needs. This leveled assistance is focused on ensuring all students meet the statewide assessment benchmarks (OAKS). The district strives to be compliant with all state and constitutional law relative to meeting student needs.

ELD Pullout

37-39:

This model is active at the elementary and junior high school buildings serving kindergarten through eighth grade.

ELD courses are not scheduled during the following core courses and/or instructional times.

- ✓ Reading, Math, Science, Social Studies
- ✓ Response to Intervention (RTI)



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- ✓ Special Education Services
- ✓ Title I Services

Students spend the majority of their educational day in their general education classroom and are “pulled out” for a portion of the day to receive direct instruction in English language development. Every effort is made to ensure ELL students have meaningful access to, and participation in the academic and special programs offered in our schools. Students in grades one through eight receive a minimum of 150 minutes of direct instruction per week, 30 minutes daily. Kindergarten students receive a minimum of 90 minutes of direct instruction per week, 30 minutes daily. Kindergarten classes operate three full days per week.

Elementary/Middle level

38-39 Curriculum that leads children through language acquisition skills such as: listening/comprehension; oral forms and functions; reading in the content area; writing in the content area; design to help children progress from non-English proficient to full English proficiency. Valid to teach: English Language Development; Specially Designed Academic Instruction Delivered in English (or Other Language); Primary-Language Development; Content Instruction Delivered in the Native Language.

Middle Level/High School

38-39a English as a Second Language (ESL) courses are designed for the rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. ESL courses usually begin with extensive listening and speaking practice, building on auditory and oral skills, and then move to reading and writing. Basic structures of the English language are explained, and student’s progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles, enabling the student to advance to regular English courses. An orientation to the customs and culture of people in the United States may be included in ESL classes.

38-39b, 40: The teacher is a certified ESL teacher and is trained in Systematic ELD Instruction and Sheltered Instruction Observation Protocol. Banks Elementary School utilizes this model.

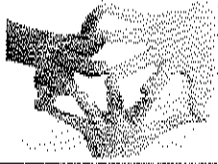
The general structure of the program is as follows,



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- Students are grouped by proficiency level; within one level of each other.
- Students are grouped by grade level/age whenever possible and appropriate,
- Specific instruction is provided in English language development to address speaking, reading, writing and comprehension.
- ELD and classroom teachers meet on a regular basis to discuss student progress/data and specific classroom activities and instructional strategies.
- General education teachers provide classroom materials in students' native language when available.
- ELD and general education teachers participate in SIOP coaching through the NWRESA Title III Consortium with Sonya Carnes. Teachers are able to participate in other trainings such as "Making Content Comprehensible", GLAD and Systematic ELD trainings.
- General education teachers trained in GLAD and/or ELD (Susana Dutro) utilize their knowledge to deliver accessible classroom content and materials.
- All district staff have been trained in Sheltered Instruction strategies with an effort to ensure new staff to the district also receive this training.
- Students receive opportunities to read and write in their native language in the general education classroom to continue the development of their primary language or L1.
- Teachers utilize a variety of materials as described in the following chart.

Core Materials	Core and Supplementary Materials	Supplementary and Intervention Materials	Grade Level(s)
<u>Scott Foresman</u> ELD	Scott Foresman-ELL (1,2,3,4,5) Ballard & Tighe - Creative Ideas Oxford University Press - The New Picture Dictionary/Workbook Fairfield Language Technologies - Rosetta Stone Susana Dutro Matrix Carousel of Ideas-Ballard and Tighe	<u>EDCON Publishing Group</u> Grammarifics Bringing the Classics to Life Sharpening Writing Skills Word Master Shakespeare	K-5



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McGraw Hill	Harcourt – All Aboard	EDCON Publishing Group	6-8
SRA Open Court Intervention	Ballard & Tighe - Creative Ideas Oxford University Press - The New Picture Dictionary/Workbook Fairfield Language Technologies - Rosetta Stone ⁷ Susana Dutro Matrix Carousel of Ideas-Ballard and Tighe	Grammarifics Bringing the Classics to Life Sharpening Writing Skills Word Master Shakespeare	

ELD Class Period

38-39c. This model is active at Banks High School

A dedicated ELD class period may be available for ELL students in the high school if sufficient numbers of students are in attendance. This class is scheduled within the regular class day and provides the student with focused ELD instruction. Classes are held based on an “A / B” schedule. Students receive 88 minutes of instruction every other day or an average of 220 minutes of weekly instruction. Students are grouped for instruction according to their English language proficiency level defined through the Oregon State English Language Proficiency Assessment (ELPA) and other accepted research based assessments. Students receive a letter grade and elective credit for this course on their school transcript. If there are insufficient numbers of students requiring this model, students will be served through a daily pull-out model of 30 minutes per day. This instruction is paired with a study lab so that students do not miss core content subjects and electives.

The teacher is a certified ESL teacher and is trained in Systematic ELD Instruction and Sheltered Instruction Observation Protocol.

- > The ELD Teacher utilizes a variety of materials during the class period including;
 - ✓ EDCON Publishing Group Materials
 - Grammarifics
 - Bringing the Classics to Life
 - Sharpening Writing Skills
 - Word Master
 - Shakespeare
 - ✓ Teacher created materials based on Susana Dutro ELD Systematic Instruction



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- ✓ Shining Star
- ✓ High Point
- ✓ Focused on Grammar
- ✓ Carousel of Ideas
- Students are grouped by proficiency level; within one level of each other.
- Students are grouped by grade level/age whenever possible and appropriate.
- Specific instruction is provided in English language development in addressing speaking, reading, writing and comprehension.

The outline structure of the general education program is as follows for the ELL student's educational schedule.

- ELD and classroom teachers meet on a regular basis to discuss student progress and specific classroom activities.
- General education teachers provide classroom materials in students' native language when available.
- Students receive opportunities to read and write in their native language in the general education classroom to continue the development of their primary language or L1.

Guidelines and Standards Providing ELL Students with ELD Services

41. Program placement for ELL student is based on a cumulative evaluation of:

- The student's conversational and academic abilities in English based on formal assessments using the Woodcock-Munoz Language Survey, ADEPT and/or the Oregon State ELPA.
- The student's academic history and school performance based on the student's home language survey information, informal evaluations such as informal oral or written language samples, student work sample data and/or review of the student's academic records.



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> Statewide Academic Assessments

Persons(s) Responsible for Placing ELL Students into Services

The district ELD teacher makes placement recommendations based on the evaluation of the student's academic records and assessments. The district ELD teacher may consult with knowledgeable staff members including classroom teachers, resource teachers, counselors and/or other school staff member to assist in collecting the necessary information to make an appropriate placement recommendation for the LEP student. The recommendation is reviewed and evaluated by the district's student services administrator.

Parents and/or guardians are sent a letter advising them of the services being provided to their student. Parents and/or guardians are encouraged to participate in the decision making process regarding their student's education. Letters are sent to parents and/or guardians in English and the primary home language when possible. The Banks School

District utilizes TransACT for translation services. When a student enters the district and the primary language is not available for translation through TransACT, the district will seek out necessary translation of documents and the service of translators for parent communication.

42 *If a student's' needs deviates from the district level plan of service, the ELD teacher in consultation with the school teachers and administration plans individually for the student and their needs. Through data collection, observation and assessment a team makes a decision on the child's classroom placements and services to be provided.

Communication with Parents about Educational Programs and Activities

Each of Banks School District schools provides a monthly newsletter on the school's website and/or via mail. Parents have the option of receiving this letter in written format in English. If the parents access the website, they may utilize online language translators to translate the web page in an available language.

The elementary ESL report card is available in Spanish.

The elementary school utilizes, *Friday Folders*. The classroom teacher may have items of importance translated, particularly if related to health or safety issues.. Translation is



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normally accomplished through online translators or by fluent in-district staff. Translation services are contracted by outside agencies if needed.

All information regarding the health, welfare and safety of the student is translated in the student's primary home language. The district has bilingual (Spanish) staff members available to provide translation and serve as translators when necessary. For communicating with families with a home primary language other than Spanish, the district relies on professional language translation services.

The district posts availability of translation services in multiple languages in various places in each school.

Section 5: Staffing and Resources

Methods and criteria used to ensure staff is qualified:

The Banks School District uses the Oregon Teachers Standards and Practices requirements for ESOL/ESL certification when hiring an ESOL/ESL endorsed teacher. **43-44.** Since we are a small school district, and currently have one HQ ESOL certified teacher to serve our LEP student population at .5 FTE at Banks Elementary School, and an additional HQ ESOL endorsed teacher at secondary level .1 FTE currently serving students on monitor status (as we have no direct service students at secondary level. **45.** We require the staff person fulfilling this role to maintain certification at their grade levels. Our ELD teachers are Highly Qualified according to NCLB standards and certified to teach as follows according to TSPC. The Banks School District student services director reviews the licensure and endorsements of each ESOL HQ instructor prior to hire and during employment.

Banks School District uses TalentEd, School Spring, and it's own District website to advertise openings for employment seeking individuals with the above endorsement, and demonstrated history of successful instruction in the field. A thorough background search is completed following a successful interview process. This includes checking references of prior employers and colleagues regarding successful job performance.

English Language Fluency is required of candidates. In accordance with state and federal law, the Banks School District ensures that all instructors have proficient English Language fluency to adequately instruct students who are learning English in both ELD programming and in the general education classroom.

Paraprofessionals/Training

44: The Banks School District does not currently use Paraprofessionals in the ELD program. Our certified ELD teacher is our only staff member supporting this program.



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In the event that paraprofessionals are used to support the ELD program Banks School District, it would be non-instructional, clerical support. Staff would be required to participate in regular district planned in-services, including in-service activities at the start of the school year, and those scheduled throughout the year, such as our Late Start professional development.

46. In the event we are required to employ temporary staff that does not meet the district instructional standards, staff will be immersed in training opportunities through the NWRESA and professional mentorship at the building level and through the Title III Consortium per the NWRESA schedule of training opportunities.

Resources

The following chart identifies instructional resources used by the Banks School District ELD program :

47:

Core Materials	Core and Supplementary Materials	Supplementary and Intervention Materials	Grade Level(s)
<u>Scott Foresman</u> ELL	Scott Foresman-ELL (1,2,3,4,5) Ballard & Tighe - Creative Ideas Oxford University Press - The New Picture Dictionary/Workbook Fairfield Language Technologies - Rosetta Stone Susana Dutro Matrix Carousel of Ideas-Ballard and Tighe	<u>EDCON Publishing Group</u> Grammarifics Bringing the Classics to Life Sharpening Writing Skills Word Master Shakespeare	K-5
<u>McGraw Hill</u> SRA Open Court Intervention	Harcourt – All Aboard Ballard & Tighe - Creative Ideas Oxford University Press - The New Picture Dictionary/Workbook Fairfield Language Technologies - Rosetta Stone Susana Dutro Matrix Carousel of Ideas-Ballard and Tighe	<u>EDCON Publishing Group</u> Grammarifics Bringing the Classics to Life Sharpening Writing Skills Word Master Shakespeare	6-12



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Process for evaluating the lasting impact of professional development

48-49: The ELD teacher and general education teachers are evaluated for job performance using the Senate Bill 290 Evaluation Cycle beginning in the 2013-14 school year. Educators are required to set student achievement goals according to this evaluation model which may include achievement goals for LEP students. Data regarding student achievement is collected as an artifact of evidence that all students are meeting rigorous achievement standards. Administrators may also use the Sheltered Instruction Observation Protocol in evaluating educator effectiveness in planning for the instructional needs of ELL students. This performance evaluation results in an end of the year reflection session in which teachers account for the progress of students they serve and results in recommendations by administration for instructional improvements and feedback for specific student needs to ensure progress in the ELD program is maximized. At least annually, the ELD teacher is interviewed to determine what is working within the ELD program, and a needs assessment for improvement of services to students. This interview results in planning opportunities for staff development in the following year. The District provides a substitute to release the ELD teacher for participation in the Title III Consortium meetings offered monthly through the NWRESD. Additionally, the district provides paid college credit for ongoing professional improvement.

Through participation in the NW Regional ESD Title III consortium, we have completed an in depth review of our curricular resources and adopted the state recommended and researched based Imagine Learning curriculum. We review this and our additionally listed resources on an annual basis.

Additionally, data regarding students in the ELD program is reviewed regularly with administration. This data includes:

- Results of Woodcock Munoz assessments
- Progress toward Oregon content standards (OAKS)
- ELPA results
- AMAO results
- Classroom based assessments, and if appropriate progress in other school programs such as Title 1A and Special Education

This data is reviewed to determine whether changes to the current instructional plan are warranted, and to develop that new plan as appropriate.



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Should the district find they lack the resources to provide service in the above described manner, teachers of ELL students will be trained and required to provide Systematic ELD instruction within the context of the regular education classroom setting for a minimum of 30 minutes each day. To this point, the Banks School District has placed a high priority in a designated, highly trained ESL/ELD teacher as part of our teaching staff.

Section 6: Transition from English Language Development Program

TRANSITION

The English Language Development Program in the Banks School District provides specialized English language instruction to students whose primary language is not English, and who are also identified with limited English proficiency. Instructional objectives focus on the state of Oregon English Language Proficiency Standards found at the following link on the Oregon Department of Education website:
<http://www.ode.state.or.us/search/results/?id=36> .

Students in the English Language Development Program are expected to move through a progressive achievement continuum at a rate that allows students to become proficient in English within a reasonable length of time. The advanced level of proficiency is a culmination of progress demonstrated on the ELPA proficiency measure over a period of time. This is generally five years, but sometimes more or less time is needed.

Clear transition procedures are used to determine whether a student is ready to exit from the ELD program. The exit criteria are used to determine whether a student understands English well enough to profit from classes conducted in English. Exit determinations begin once a student is performing at an early advanced or advanced level of English proficiency. The student's level of English language proficiency is used for exit determination, not whether the student meets state academic content standards. A series of steps are used to ensure an equitable decision-making process is followed when reviewing student's progress.

Purpose of the Exit Process

The purpose of the Exit Process is to determine whether a student should exit from services for English-Learners. The process relies on:

- Language proficiency test(s)
- Performance on academic tasks in English



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- Input from those most familiar with the academic English skills of the student
- English Language Development teacher's professional judgment concerning whether or not a student could be successful in mainstream classes without additional support.

State & Federal Requirements for an Exit Process

The Banks School District has a legal obligation to ensure that all eligible students receive services to develop academic English language skills sufficient to participate in our district's regular education program and to meet challenging state content standards. These obligations are from both federal Civil Rights Laws and state laws that address the civil rights of English-Learners. In addition, the state requires our district to have an Exit Process to document that students have remained eligible for services and special state funding while receiving services. Our Exit Process includes the state's English Language Proficiency Assessment (ELPA), as a foundational part of the decision-making. Our Exit Process uses scores on the ELPA as an important and required trigger to begin the process of formally reviewing a student's English proficiency. The ELPA scores determine when parent meetings are required. The ELPA scores also determine when exiting services is considered a "promotion" and when continuing services is referred to as "retention in services".

The district has an additional legal obligation (state and federal) to evaluate the effectiveness of our services. The Exit Process serves to support our ability to collect reliable information concerning the number of students successfully exited (including those promoted).

Annual Assessment

The ELPA is a required Oregon state assessment. Federal requirements mandate that English language learners in kindergarten through 12th grade eligible for services under Title III of the Elementary and Secondary Education Act (ESEA) are required to take the English Language Proficiency Assessment (ELPA) annually to determine their level of English Language Proficiency. The ELPA meets this federal requirement and provides a common assessment for all English language learners in Oregon. A student who has exited the program is not required to take ELPA.

Each school year once ODE announces the window for ELPA testing the district ELD teacher(also the test administrator), creates a schedule of when each student is to test. This test schedule works around other state testing as well as allowing "buffer" days for any unforeseeable absences. The ELD teacher also sends home a Notice of Annual Assessment of English Language Proficiency to each student's parent(s) or guardian(s)



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prior to the student taking the test. This notice informs the parents of the window of time when their child will be taking the ELPA.

Once a student begins testing the test administrator keeps a spreadsheet of when the student begins taking the test and the date the test is reported. No more than three students are tested at a time. Each student is required to complete all test items, unless otherwise noted in a student's IEP. If a student is exempt from a domain this exemption must be flagged in TIDE prior to the student beginning the assessment. Once all students have finished testing a report is run off of the OAKS online reporting site to assure that all students' tests have been reported to ODE.

The following guidelines identify the exit procedures used in the Banks School District.

50 Exit Procedure:

- The ELPA is the primary state measure for determining ELD Student's English Language Proficiency. The Advanced level is documentation of the culmination of progress in developing English language proficiency over time, and is used to determine, along with other data points, whether the student understands English well enough to profit from classes conducted in English.
- After receiving ELPA scores from the Oregon State Department of Education (around June), ELD staff identifies students who conditionally meet district exit criteria.
- Parents/guardians are included as active participants throughout their student's participation in the ELD program.
- Students who earn composite scores placing them in the early advanced or advanced levels on the ELPA are conditionally considered for exit.
- Teachers are given opportunity to provide feedback and comments that might support a decision to retain or exit a student who has scored in the early advanced or advanced level on ELPA. Typically students who fall in the advanced range are exited from the program.
- ELD staff notifies teachers, administrators and parents/guardian when a student exits from the ELD program or when a student is recommended for retention while receiving "advanced" level on ELPA, or when a student is recommended to be promoted out of the ELD program prior to achieving an "advanced" level on the ELPA.
- Exit criteria is based on the student's English language proficiency, not whether or not the student has met the state academic content standards.
- Students may be re-admitted to the ELD program if evidence that academic success is impeded by declining academic English language proficiency.
- Steps 1-7 are followed in the exit determination process:



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51-53. Exit Determination Procedures

Step 1:

- Review language proficiency information (ELPA, Woodcock Muñoz Language Survey) for evidence of English proficiency at early advanced or advanced levels.

Step 2 a & b:

- **Gather and review additional evidence of academic success, determine if evidence supports exit.**
- If the student has an ELPA 5 and evidence does not support exit, complete step 3
- If the student has an ELPA score less than 5 and evidence does support exit, complete step 4.
- If the student has an ELPA 5 and evidence supports exit, complete step 6

Step 3 a, b & c:

- a) Involve parents/guardian(s) in retention recommendation through parent contact or meeting.
 - If the assessment team supports retention go to step 5.
 - If the assessment team does not support retaining go to step 5.
- b) Notify parents/guardian(s) of promotion recommendation.
 - If the assessment team supports exit go to step 6.
 - If the assessment team does not support exit go to step 5.
- c) Parents/guardian(s) notification, decision completed.
 - If the decision was to exit go to step 6.

Step 4: Complete Exit Form and submit to student services for review.

Step 5: Review and file recommendation in CUM file, district office, parents/guardian(s), and working file.

Step 6: Exit letter provided to parent/guardian. Documentation provided to teacher.

Step 7: Exit paperwork filed in CUM, Student Services office and working file.

- The ELD teacher monitors and reports on student's meaningful participation in academic progress for two years after exiting from the ELD program.
- Exit dates are entered in the NCLB Spring LEP Collection under the category of Title III.

Exiting of Special Education Students



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Many students who are being served by both Special Education and services for English Learners can meet the same exit criteria. For these students, the regular exit procedures are followed. Occasionally, a student who is served by Special Education and Services for English Learners may need to be reviewed using different criteria. These students may have English language skills comparable to students with similar disabilities.

The ELD teacher will keep records regarding the following language modes: **Reading, Writing, Speaking and Listening** documenting progress students make toward the English Language Proficiency of students based on the *English Language Proficiency Targets Rubric*. This data will be collected through anecdotal observation notes, portfolio assessments and on-going curriculum based assessments that measure instruction.

This documentation will provide a description of the student's performance on the state proficiency assessment: ELPA, the length of time the student has been in the ELD program, a description of the student's performance on the state proficiency assessment, a description of intervention strategies in which the student participated, and parental notification and signature upon exit. (see attached form)

Step 1 Review Language Proficiency Information

LANGUAGE PROFICIENCY INFORMATION	ACTION
ELPA Composite score of 4 AND/OR Woodcock-Muñoz language, Adept, anecdotal notes from ELD teacher, work samples.	Proceed to Step 2
ELPA Composite Score of 3 or lower AND Woodcock-Muñoz language, Adept, anecdotal notes from ELD teacher, work samples.	Do not proceed to Step 2, continue in ESOL/ELD Program
EXCEPTIONAL CASES:	You <u>may</u> proceed to Step 2



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When test scores are not good indicators of true English proficiency level	
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Step 2a:

Gather Additional Evidence of Academic Success

Record names of all Step 2 students on documentation of required review for exit form. (See attached)

<u>TESTS and PROGRESS MONITORING</u>	<u>SCHOOL SUCCESS</u>	<u>INPUT FROM OTHERS (as appropriate)</u>
<ul style="list-style-type: none"> ● State Assessments ● Reading measures such as: (DRA, DIBELS, running records, comprehension tests) ● Other evidence of advanced skills ● Academic English language skills. 	<ul style="list-style-type: none"> ● Report Card/Grades ● Progress in district-adopted Reading and ELD programs ● Academic writing samples showing mastery of forms and functions 	<ul style="list-style-type: none"> ● Classroom teacher ● Reading Teacher ● ELD Teacher ● Counselor ● Parents/Guardian(s)

Step 2b:

Review Other Evidence

Determine strength of evidence & follow corresponding action.

Record reasons for action taken on Review for Exit form. Keep copies for your own files.

<u>STRENGTH OF EVIDENCE</u>	<u>ACTION</u>
Weak or unclear	If ELPA is not a 5 do not proceed. If ELPA composite Score is 5 proceed to step 3.



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Strong ELPA no 5	Proceed to Step 3.
Strong with ELPA 5	Proceed to Step 6.

Step 3:

Parent Meeting Documentation

- Use TransACT forms to communicate with parents if appropriate.
<http://www.transact.com/>

Step 4:

Complete Exit Form

- There are separate exit forms for K-8 and Secondary levels.
- For all students who meet exit criteria, fill out the appropriate exit form, including dates of all test results and work samples, and attach copies of all evidence.

Step 5:

Submit Exit For Review

Review team will review the evidence, and one of these actions will be recommended.

CONCLUSION	ACTION
Evidence shows weak academic success, does not support exit from ELD services.	Continue service--do not proceed to Step 6
There is insufficient/mixed evidence to support exit or promotion.	Go back to Step 2—Gather more evidence
There is strong evidence to approve exit.	Review team proceeds to step 6.



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**Step 6 through 8:
(Finalizing the Exit)**

Step 6:	Director and ELD teacher sign the exit letter and provide to Parents/Guardian(s).
Step 7:	ELD teacher submits approved exit forms to Student Services, and files appropriated documents in the ELD folder within the CUM file.
Step 8:	Student Services enters change of status from “served” to “exited”.

<u>Exit Review Form</u> ESL/ELD Program		
<u>Student name</u>	<u>Id #</u>	<u>DOB</u>
<u>School</u>	<u>Grade</u>	<u>Date:</u>
<u>Home Language</u>	<u>Years in program:</u>	

Language Proficiency Test Information (attach and summarize)

<u>ELPA-Describe performance</u>	
<u>Woodcock-Muñoz</u>	
<u>ELD Curriculum based assessment</u>	



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Summarize the additional evidence in the Exit Folder

1. Description of interventions student participated in:
2. Other academic tests: (state test; national test; reading test, content area curriculum-based test)
3. Classroom performance: (grades; academic writing samples; projects)
4. Summary of input from others familiar with student's work:

Date review form and exit folder reviewed with or by Director and ESL/ELD specialist Date:	
Approved next steps: <input type="checkbox"/> Exit <input type="checkbox"/> Parent Meeting recommending- <ul style="list-style-type: none"> • Promotion to Exit • Retention in service • Waiver-if parent has clearly stated a plan to refuse services • Continue service. 	ELL/ELD Specialist: Signature: _____ Printed: _____
	Director Signature: _____ Printed: _____

Date Exit notification letter sent to parents: _____



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Reclassified K-8 ESL Student Monitoring Form

Date: _____

Student: _____ Grade: _____ School: _____

Dear Teacher:

The student referred to above exited the ELD program on (date) _____. The ELD program would like your help in monitoring this student's academic progress. Please check one outcome and follow the directions below. Then return the form to the ELD teacher within 2 weeks from the date of this letter. Thank you for your time and cooperation. If you have further concerns, please contact Lisa Venable at extension x 2914.

Recommend an outcome:	Follow the directions below
Remain exited	Check evidence below: <input type="checkbox"/> Making appropriate grade level and yearly progress. <input type="checkbox"/> Uses English effectively in class
Remain exited with additional supports	Check concerns and describe how the school will address them. <input type="checkbox"/> Weakness in an academic area Which area(s) _____ <input type="checkbox"/> Comments: _____
Re-admitted to the ELD Program and attend ELD classes	<input type="checkbox"/> Comments: _____

Note: Poor grades, attendance, and OSA benchmarks are not valid for retaining or readmitting a student to the ELD program. They can be used as evidence for providing supports to students or for program evaluation.



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Name: _____ Position: _____

Signature: _____ Date: _____

Reclassified High School ELD Student Monitoring Form

Date: _____

Student: _____ Grade: _____ School: _____

Dear colleague:

The student referred to above exited the ELD program on(date) _____. The ELD program would like your help in monitoring this student's academic progress. Please check one outcome and follow the directions below. A transcript has been included for your convenience. Return the form to the ELD teacher within 2 weeks from the date of this letter. Thank you for your time and cooperation. If you have further concerns, please contact Lisa Venable at x 2914.

Recommend an outcome:	Follow the directions below
Remain exited	Check evidence below: <input type="checkbox"/> Student has adequate GPA and credits for a timely graduation and/or appropriate grade level/age. <input type="checkbox"/> Making satisfactory academic progress. <input type="checkbox"/> Uses English effectively in Class.
Remain exited with additional supports	Check concerns and describe how the school will address them. <input type="checkbox"/> GPA and credits do not support a timely graduation <input type="checkbox"/> Weakness in an academic area(can benefit from tutoring) Which area: _____ <input type="checkbox"/> Comment: _____
Re-admitted to the ELD Program and attend ELD classes	<input type="checkbox"/> Comment: _____



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Note: poor grades, attendance, and OSA benchmarks are not valid for retaining or readmitting a student to the ELD program. They can be used as evidence for providing supports to students or for program evaluation.

Name: _____ Position: _____
Signature: _____ Date: _____

Student Reclassification Form

Date: _____

Student: _____ Grade: _____ School: _____

ELPA Composite Score/Date	ELPA Level @ Exit date from ELD	Oregon Statewide Assessment History

Student is eligible for reclassification to receive ESOL/ELD services per district guidelines.

Note: Poor grades, attendance, and Oregon Statewide Assessment benchmarks are not valid for retaining or readmitting a student to the ELD program. These can be used as evidence for providing supports to students or for program evaluation.

Name: _____ Position: _____

Signature: _____ Date: _____



Review for Exit

Documentation of Required Review for Exit

This form provides documentation that all students, with ELPA composite scores of 4 or 5, or with Woodcock Muñoz scores of _____, have been reviewed for exit. This is required mid year and end of year annually.

<u>DATE REVIEWED - INITIATED</u>	<u>STUDENT</u>	<u>ELPA COMPOSITE</u>	<u>ORAL Woodcock - Muñoz</u>	<u>R/W Woodcock - Muñoz</u>	<u>DATE REVIEW COMPLETE</u>	<u>ACTION TAKEN</u>
						Exit Service continued
						Exit Service continued
						Exit Service continued
						Exit Service continued



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54-57. Monitoring

54. After exiting from the ELD program, a student is monitored for two complete school years. During this two year period, student progress is reviewed each six week progress/grading day by collecting data from general education teachers. This ensures that the student is able to function well in the mainstream school environment with the appropriate academic English language skill set.

Each school is charged with assisting continued student success during the two-year monitoring of exited ESL students. This is a federal mandate, which is documented by the ELD teacher. Students on monitoring status will normally not be given a language proficiency assessment during monitoring, as they have shown adequate English language proficiency prior to being placed on monitoring status.

55. If English language proficiency is thought to be a factor in the student's lack of success, the district ESL teacher can provide assistance and expertise to the classroom teacher. If intervention strategies are not successful, a student may be retested on the Woodcock-Muñoz Language Survey and/or ADEPT. If the student qualifies for ELD services he or she may be brought back into the ELD program. The district ESL teacher, administrators, parents or guardians and classroom teachers are involved in this process before a student is readmitted into ELD services.

The Banks School District utilizes grade level data teams, and the Student Study team process to problem solve for graduated students of the ELD who are not making adequate academic progress.

56. At least each semester progress reporting period, the district ESL teacher will provide the school administrator with a list of names of all students in the school who are currently in monitoring status. The list will show whether the students are in first year monitoring (Monitoring 1) or second year monitoring (Monitoring 2).

Students in monitoring status **do not** take the Oregon State ELPA.

The district ESL teacher maintains an ELD file for each student on the monitoring list. When a student has completed Monitoring year 2 or has been withdrawn from a school for any reason, the ELD student file is closed and archived.

On a six week basis, the district ELD teacher will send out the monitoring student form to each general education/mainstream teacher for feedback regarding student's academic performance. The monitoring form is to be sent out to the teachers and completed/returned



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to the ESL teacher by the grading day or five days of receipt of the student monitoring form.

The district ESL teacher uses the completed student monitoring forms in conjunction with grades, attendance and missing assignment reports. In addition, statewide testing scores are reviewed when applicable to assist in the monitoring of students.

Students achieving failing grades (in any subject area) or who are identified to need improvement are reported the ESL teacher. A team including administrator (when applicable), classroom teacher and the ESL teacher will review the data to determine if English language proficiency is a factor for the poor or failing grade/report.

If individual intervention strategies and the data team process is unsuccessful in elevating the student's academic progress, the district ESL teach and/or a general education teacher may call a Student Study team staffing meeting. The staffing should focus on reasons the student is not successful, identify obstacles to the student's success and recommend further interventions.

The data provided for the staffing will include the student's grades, attendance, progress reports and report cards, input from teachers, administrators, counselors and parents. The district ESL teacher and the Student Services Director will ensure the staffing team's recommended interventions are initiated.

After the staffing meeting the student will continue to be monitored and established monitoring procedures will continue to be followed.

57. All steps in this monitoring and information sharing process also apply to students with a waiver for service.

Exiting Special Education Students

Many students who are being served by both Special Education and English Language Development services are expected to meet the same exit criteria. For these students, the regular exit procedures are followed. Occasionally, a student who is served by Special Education and Services for English Learners may need to be reviewed using different criteria. This is an IEP team decision.

Beginning The Process



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The Exit Process begins when a student is performing at an *early advanced* or *advanced* level of English proficiency as evidenced by one or more of the following:

1. An advanced level score on the ELPA (4 or 5).
2. An advanced level score on the Woodcock-Muñoz (over 80 on any sub-test).
3. Student performance data in advanced English Language Development classes are also used along with the above standardized assessments to support exit decisions.

Once started, the Exit Process has one of the following five outcomes:

Continue service: Student has an early advanced/advanced score on a language proficiency test and/or has success on curriculum based measures in an advanced English Language Development class. Additional information, on academic English skills, does not confirm proficiency. The student has a score of less than 5 on the ELPA. For a student with this situation the Exit Process ends with *continued service*.

Exit: Student may have a 5 on the ELPA, and have other evidence that their academic English skills are advanced. For a student with this situation the Exit Process ends with an *Exit from service*.

Promotion from service (Exit): Student does not have a 5 on the ELPA, but has an advanced score on a language proficiency test such as the Woodcock-Muñoz and/or curriculum based tests in advanced ELD classes, other evidence that their academic English skills are advanced, and an agreement from a school team (including parents, an administrator, English Language Development Specialist). For a student with this situation the Exit Process ends with a *Promotion from service*.

Retention in service: Student who has a 4 on the ELPA and does not have other evidence that their academic skills are advanced, will be recommended for Retention in service. A school team will meet with the parents and if the parents are in agreement the Exit Process will end with *Retention in service*.

Waiver: Student who has a 5 on the ELPA and does not have other evidence that their academic skills are advanced, may be recommended for retention in service. A school team will meet with the parents and if the parents are not in agreement, and a further review of student evidence does not change the recommendation, the Exit Process will end with a parent waiver from services.



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Step One: Review Language Proficiency Test Information

Step one requires reviewing each English-Learner's results on the state ELPA test, the Woodcock-Muñoz test and, for those students that are in advanced classes or groups, curriculum-based tests. The table below lists the actions that need to be (or may be) taken depending on language proficiency scores.

ELPA		Other testing data	
Composite Score 4 or 5	and/or	Woodcock-Muñoz 80 or more in one or more categories	You must proceed to Step 2
Composite Score 3 or lower	and	Woodcock-Muñoz 79 or lower in all categories	You must proceed to Step 2
At least 3	and	Strong performance on Curriculum-based assessment in advanced ELD class.	You may proceed to Step 2
EXCEPTIONAL CASES: When test scores are not good indicators of true English proficiency level and the English Language Development Specialist believes that it is necessary to review more evidence.			You may proceed to Step 2

Section 7: Equal Access to Other School District Programs

The Banks School District is committed to ensuring eligibility practices effectively differentiate between a disability and a learning difficulty or underachievement that can be attributed to cultural and/or linguistic difference. Evaluation strategies ensure that students identified with Limited English Proficiency are not disproportionately represented within the Special Education population of the Banks School District. Research indicates that overrepresentation of culturally diverse populations in Special Education is often the result of 1) instruction and intervention practices that do not meet the learning needs of LEP students in general education, 2) Inappropriate Special Education referral and assessment procedures; and 3) Biased assessment practices. (Ortiz, 2002; Baca and Cervantes, 2004)



Banks School District ESL/ELL Program

The following procedures are used to ensure these issues are not a factor in making eligibility determinations for culturally diverse populations.

58-60. Consideration of need for Special Education eligibility and service:

At the pre-referral level the ELD teacher, in collaboration with the general education teacher will collect the following information:

1. ELD teacher will review data to determine if concerns are a function of limited English proficiency. If so, ELD interventions will continue.
Teacher will use:
 - Completion of the Acculturation Quick Screen (results to = transition or higher)
 - Administration of the Woodcock-Munoz Language Survey to assess of levels of English language proficiency and Cognitive Academic Language Proficiency in student's native language (when appropriate).
 - Results of ELPA if available
2. If ELD is not the primary issue, student will enter the pre-referral process (as would any other student.)
3. Collect documentation of pre referral interventions and strategies implemented by teachers/staff across a minimum of 6 weeks.
4. Completion of the Pre-referral Checklist for Culturally and Linguistically Diverse Students
5. Collection and interpretation of classroom based measures of student progress with respect to cultural and linguistic aspects of the student's needs and progress. This includes identification of barriers to success and planning to overcome such barriers.
6. The regular education and ESL teacher will determine whether a recommendation for referral to Special Education is appropriate, noting that school success is not solely a function of the student's level or lack of English language development.
7. Completion of pre-referral checklist (See attached)
8. When a student is referred for a SpED evaluation, district has 60 days to evaluate a student.



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Pre-referral Checklist for Culturally and Linguistically Diverse Students

Student: _____ Teacher: _____ Date: _____

STEP 1

Initiate the pre-referral process

- ELD teacher to coordinate the pre-referral process for the ELL student
- Interview* the person who made the referral to the pre-referral team to find out more information about the reason for the referral

STEP 2

Conduct a comprehensive review of student academic records.

- Years* of formal education
- Frequency* of school attendance
- Number of schools* attended in the past
- Learning difficulties* noted in the native country
- Language of instruction* in native country

STEP 3

Review family history including cultural and linguistic background.

- Collect* family history information
- Collect* information about family cultural background including ethnic group, country, language, and other factors affecting acculturation.

STEP 4

Gather information about language dominance and the student's motivation to learn English or to speak in his/her native language.

- Examine* previous or current test information concerning dominant language
- Obtain* information from a Home Language Survey (conducted during school registration)
- Assess* dominant language if no determination has been made.

STEP 5

Gather initial information about a student's proficiency in the use of language (in English and native language).

- Basic interpersonal communication skills (BICS)
- Classroom observation
- Work Samples, Academic screenings

STEP 6

Review services, interventions, and strategies previously used by the student in most recent classroom environment. Conduct ecological/environmental assessments of classroom as needed.

- Identify* the types of services used by the student
- Identify* student's learning style
- Identify* the dominant language that student receive instruction
- Identify* types of classroom adaptations including accommodations and/or modifications used in the regular classroom, when they were implemented, and their effectiveness.



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- Economic disadvantage
- Lack of instruction/inconsistent schooling
- Inappropriate instruction
- Ecological/environmental issues in the classroom

Then, the student should **not** be considered for Special Education, and strategies to overcome these obstacles should be planned, followed by careful documentation of

STEP 7

Decide on possible classroom interventions and strategies based on information collected and Team discussion.

STEP 8

Document the effectiveness of pre-referral interventions and strategies over a time period that is determined by the team. (Typically 6-8 weeks)

STEP 9

Decide whether or not a referral for Special Education is warranted, or refer for consideration of other services(e.g., Title I, ELD, counseling), or continue with the same interventions and strategies.

STEP 10

Review progress and if deficient for reasons other than language proficiency, acculturation and instructional practices, refer for formal evaluation through Special Education.

Caution

If the learning/behavior problems can be primarily attributed to

- Socio-cultural differences (level of acculturation)
- Economic disadvantage
- Lack of instruction/inconsistent schooling
- Inappropriate instruction
- Ecological/environmental issues in the classroom

Then, the student should **not** be considered for Special Education, and strategies to overcome these obstacles should be planned, followed by careful documentation of intervention results.

59. If a student is found to be ELSWD, the ELD teacher will be a participant in IEP meetings and IEP development. ELD teacher will be invited by case manger to all IEP meetings. ELD teacher and case manager will collaborate to ensure student language and learning needs are being met.

60. Program placement is determined by the team, to include ELD teacher, SPED case manager, parent, student, classroom teacher, and other stakeholders as appropriate, needed, or requested.



Talented and Gifted Students who are English Language Learners

61. The Banks School District adheres to the Oregon Talented and Gifted Education Act of 1987.

The State of Oregon passed the Talented and Gifted Education Act during the 1987 legislative session. The mandate is based on sound principles and research regarding the needs of talented and gifted students. It has required a dramatic shift in thinking for parents, educators, and students alike. The law speaks directly to assessing individual needs of students. The regular classroom teacher has become the major player in providing appropriate services.

Oregon Administrative Rules 581-22-1310, 1320 and 1330 outline enforcement of The Oregon Talented and Gifted Education Act.

OAR 581-022-1510 address guidance and counseling.

These rules apply to all children, grades K-12, in all public schools.

Identification

Identification of talented and gifted (TAG) students is prescribed by the law. Each district must have a written TAG Plan which is submitted to the Oregon Department of Education, to include policies and procedures describing how they will collect and use information to identify students K-12.

In what areas are students to be identified?

1. Intellectually gifted
2. Academically talented in reading
3. Academically talented in math

Process

Annually, all students in 3rd and 5th grades are screened using the CoGat between the months of November and January. The Principal is responsible for coordination of TAG



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screening, and classroom teachers are responsible for compiling data collected through statewide assessments and cognitive screening. Results of this data, along with results of statewide assessments are used as triggers for nomination under TAG, and result in consideration and eligibility for a TAG Personalized Education Plan.

What criteria must be used?

Behavioral, learning and/or performance information must be used, including

- a score of 97th percentile or greater on a nationally normed, standardized mental ability test for students identified as intellectually gifted
- a score equal to or greater than the 97th percentile on a nationally standardized achievement test in reading or in math for students identified as academically talented in reading or in math
- Districts shall also identify students who demonstrate the potential to perform at the 97th percentile (these may include students from cultural and ethnic minorities, disadvantaged or underachieving students, and learning disabled students)

Students found to perform at this level can be nominated by the classroom teacher and/or parents for eligibility under TAG services, which includes development of a TAG Personalized Education Plan.

62. Access to core instructional programs

Students eligible for ESL programming in the Banks School District are ensured equitable access to all general education services and interventions that would otherwise be offered to all students, and are considered under state and federal regulations for services. This includes access to the following services available at each school:

	Title 1 (Title 1 Teacher)	TAG (Building Principal/ School Counselor)	Counseling (School Counselor)	Special Education or Section 504 (Special Education Teacher or Building Counselor)	McKinney- Vento (Student Services Director or TOSA)
--	---------------------------------	--------------------------------------------------------	-------------------------------------	------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------



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Banks Elementary	✓	✓	✓	✓	✓
Banks Junior High		✓	✓	✓	✓
Banks High		✓	✓	✓	✓

Master calendar scheduling is designed such that services in English Language Development do not prevent the student from access to core content instruction and elective opportunities available to other students. Students are not removed from reading, math, science, social studies and have opportunities to electives commensurate to the access for students who are not identified as Limited English Proficient.

63. Title 1 Targeted Assistance Program

Banks Elementary School provides Targeted Assistance Supplemental reading instruction to students in grades K-3. All LEP students are priority for supplemental reading services, and receive systematic, research-based reading instruction for 30 minutes per day if found to meet the targeting criteria.

Section 8: Parent and Community Involvement

64. Parents receive information regarding No Child Left Behind (NCLB) through school newsletters and the district's websites. Parents receive notification within thirty days of their child's ELD placement utilizing approved TransACT NCLB documents, letters and/or forms. Lisa Venable, ELD teacher disseminates NCLB TransAct forms within 30 days of the start of school for students found eligible for ELD classes. These forms are translated into the home language as available through TransAct. Documentation of these procedures is kept in the student's CUM records and/or Title 1 program binder.

65. Annually, Banks School District disseminates our AMAO letter to parents using the TransAct template within 30 days of this information being made available by Oregon Department of Education. This information is sent home via mail, and translated in the home language if available, and distributed by the Student Services office. Documentation of this completed procedure is maintained in the Student Services office in our common compliance data binder.

Progress reports and report cards are provided to the parents throughout the year based on the district's semester/trimester school year.



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66. The Banks School District takes the following actions to involve families in the joint development of its Family Involvement Plan through Title I:

- Seek family representation during plan development.
- Consider feedback from Title I Family Survey and hold meetings throughout the year at a time that is convenient for committee members; childcare may be available as needed so that families may participate.
- Distribute Family Involvement Policy, Family Interest Survey, and invitation to participate in committee during fall conferences.

The Banks School District takes the following actions to involve families in school review and improvement:

- Involve/invite families on the Site Plan Committee in reviewing and updating the Title I Site Plan.
- Actively recruit family representation from special populations, including Limited-English-Proficient (LEP), disabled, economically disadvantaged and minority.

The Banks School District provides necessary support and collaboration to plan effective and useful family involvement activities to support improving student literacy and academic success:

- Pay, within the confines of the family involvement budget, expenses necessary to facilitate family participation in meetings and activities; costs incurred may include childcare and translation.
- Inform families of upcoming events and support services available via monthly Title I Newsletter.

The Banks School District coordinates and implements family involvement programs:

- Title I Family Literacy Activities
- Coordinate and promote family involvement through collaboration with English Language Learner (ELL) and General Education (e.g., include in-class events in Title I Newsletter; offer translated invitations and notices for ELL families).



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- Coordinate events with building principals to minimize conflicting schedules.
- Enlist staff and family input/assistance in planning events.

The Banks School District and families will evaluate this Family Involvement Policy on an annual basis to determine effectiveness in improving educational programs. The school and committee will revise, as needed, the family involvement policy to reflect current strategies and priorities:

- Identify and implement strategies to remove barriers to family involvement, focusing in particular on special populations such as minorities, LEP, economically disadvantaged or disabled.
- Survey families in a bilingual format annually to monitor level of involvement, satisfaction with program and areas of interest.
- Conduct meetings to facilitate family input.

The Banks School District builds strong school/community partnerships to facilitate improved student academic achievement through family education in the following areas:

- Grade level instructional programming
- Building Level Parent Night Curriculum Meetings
- Assessment options available and standards of those assessments.
- Building a home-school connection for learning.
- Requirements of federal programs.
- Annual building goals developed in Site Councils

Pertinent Activities:

- Title I Family Information Night describing federal program requirements, DIBELS assessments, and progress monitoring (included in Family Information Night held during Open House).



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- Monthly Title I Newsletter.

- Family Literacy Activities focusing on home-school connections, at-home activities to monitor progress and foster reading enjoyment.

The Banks School District provides materials and hands-on training to facilitate family involvement and increased student academic success through the following methods:

- Title IA and Title III present information on the requirements and format of Title IA and its relationship to the No Child Left Behind Act (NCLB) each fall at the beginning of the school year.

- Family Literacy activities will be based on results of the family surveys.

- Teachers are invited to plan and participate in Family Literacy activities to foster the team approach to student success.

The Banks School District provides continued education to its staff in communicating with and building connections to more families. Family input will reveal target areas for staff consideration. The primary focus will be to extend involvement to underrepresented families.

- Title I and Title III staff will present Family Involvement Committee ideas to all school staff members.

The Banks School District sends information to families of all participating students regarding programs, meetings, Literacy Night, and other pertinent activities related to Title IA and Title III:

- 67. Banks School District provides translated copies or translation services to foster access to information (e.g., Title I Newsletters, Progress Reports, Event information and invitations, Family Involvement Policy, Family Compact, Fall (Spring) Family Survey).

- 67- We determine the need for translation of documents based on parental self report on the home language survey. The PTO and school secretary work with the ELD teacher to translate documents into the preferred language (Spanish.) Translation services are available. The district has two Spanish speakers on staff for translation services. Additionally, there are two contracted translators within the



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district and the NWRES D offers translations services when needed. Translation is available for school conferences and other parent teacher meetings. Translators for languages other than Spanish would be hired if/when needed.

The Banks School District Responsibilities:

- Build a positive learning environment for students and families.
- Create strong home-school connections, by establishing an open-door policy and timely communication.
- Encourage participation in planning and reviewing school policies, such as Title IA Site Plan, Family Involvement Plan and Family Compact and the School Improvement Plan.
- Hold meetings and events throughout the school year to foster family participation at convenient times for most families.
- Provide understandable and frequent feedback on academic progress.
- Ensure that all Title IA staff is highly qualified, as defined by Oregon Department of Education.

Parents and community members may participate in program decisions through building site council meetings. Parents are invited to participate in school open houses, kindergarten round up, parent teacher conferences and other school activities. Notification for these activities is through school newsletters, district websites and elementary *Friday Folders*.

School administrators continue to work with parents of LEP students to find ways to make non- English speaking parents feel invited to participate in school decisions through Parent Teacher Organization and site council opportunities.

68. Annually, Special Education teachers and Title I, III program teachers, along with the Student Services Director and TOSA meet with principals of the private school within our attendance boundary for our Annual Consultation with Private Schools. At this time, the private schools are apprised of Title programming under which they are eligible to receive services for identified students. This consultation also describes how students can be made eligible for services and how those services are provided. All information on Title III is provided to the private school at this meeting.



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dissemination of information on how to file a complaint if services don't meet their satisfaction.

Section 9: Program Evaluation

Banks School District's objective is to ensure that the Local Plan of Service is in fact effective in meeting the goals of instruction for improving English Learner's development of English language proficiency. Annually, data is collected to determine progress toward the objectives of the plan. The following checklist and data are collected as part of this review process:

Local Plan of Service was approved for 2013-14 school year.

Title III Audit passed during 2013-14 school year.

Local Plan of Service was approved for 2014-15 school year.

69. District's Evaluation Process of Implementation of the ELD Program :

Items reviewed for district EL plan evaluation are visited twice annually and include:

- Participation in Title III consortium
 - 9/15/2014, 12/10/2014, 2/11/2015, 4/8/2015
- Teacher monitor forms
- Staff survey
- Review of exit rates
 - In 2014-15, ½ (9 of 18) of all students receiving ELL direct services exited to monitor status
- Review AMAO standards
 - Waiting for most current AMAO

The English language development program will be evaluated through on going meetings with the director of student services, school principals, and the district ELD teacher. Any changes will be made based on committee suggestions and program outcomes based on student data. *Please see the following forms used to evaluate the ELL program documenting that staff have followed applicable procedures and service requirements:*



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SLD Teacher Evaluation on Program Procedures and Service Requirements:

Teacher: Liz Stark
Date: 8-26-15

1. Were all home language surveys screened for potential students needing SLD services? All HLS were screened in the 2014-15 school year.

2. When identifying an English Learner was one or more of the following assessments used?

- Woodcock Language Master Language Survey
 - Administered within 30 days of initial enrollment at the beginning of the school year. Administered in the school district mid-year, the assessment is administered within ten weeks of enrollment.
 - The "A Developmental English Proficiency Test" (ADEPT) is used regularly throughout the school year to progress monitor student acquisition of English language proficiency and to provide formative data for instructional planning.
- Yes
4 students
Yes, twice last year.

3. Was a letter sent home notifying the parents of the potential LEP that their child qualifies for services? Yes

4. Were all current LEP students assessed at the beginning of the year to identify their proficiency level using the EXPRES and Accept? Yes

5. Were students grouped according to proficiency and with similar peers? Yes

6. Did the teacher send home all required paperwork throughout the year and in a timely manner according to Title III time restrictions?

- Home Language Surveys in registration packets
- Continuing Placement - September
- Initial Placement Letter Home - 30 days from the first day of the school year or within 2 weeks of enrollment.
- Notice of Progress for Title III - Annual Measurable Achievement Objectives - September
- Notification of Yearly Assessment (EFLA) - February
- Trimester Report Cards
- End of the Year Student Review of Assessment Data



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7. Did all identified LEP students receive a minimum of 30 min. each school day of systematic English language development? Yes

Teacher: Liz Stark Date: 8-26-15

Director of Student Services: Christina Hill Date: 8-26-15



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ELD Teacher Evaluation on Program Procedures and Service

Requirements:

Teacher: _____

Date: _____

1. Were all home language surveys screened for potential students needing ELD services?

2. When Identifying an English Learner was one or more of the following assessments used?

➤ Woodcock Language Munoz Language Survey

- ✓ Administered within 30 days of initial enrollment at the beginning of the school year. If student enrolls in the school district mid-year, the assessment is administered within two weeks of enrollment.
- ✓ The "A Developmental English Proficiency Test" (ADEPT) is used regularly throughout the school year to progress monitor student acquisition of English language skills/proficiency and to provide formative data for instructional planning.

3. Was a letter sent home notifying the parents of the potential LEP that their child qualifies for services?

4. Were all current LEP students assessed at the beginning of the year to identify their proficiency level using the EXPRESS and Adept?

5. Were students grouped according to proficiency and with similar peers?

6. Did the teacher send home all required paperwork throughout the year and in a timely manner according to Title III time restraints?

- Home Language Surveys in registration packets
- Continuing Placement -September
- Initial Placement Letter Home- 30 days from the first day of the school year or within 2 weeks of enrollment.
- Notice of Progress for Title III - Annual Measurable Achievement Objectives - Sept/Oct
- Notification of Yearly Assessment(ELPA)- February
- Trimester Report Cards



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End of the Year Student Review of Assessment Data

7. Did all identified LEP students receive a minimum of 30 min. each school day of systematic English language development?

Teacher

_____ date _____

Director of Student

Services _____ date _____



Banks School District ESL/ELL Program

English Language Development Document Checklist

Student: _____

DOB: _____

Document:

Date Filed:

Referral (Initial Identification)					
Woodcock Munoz Eval (Initial Identification)					
Eligibility Parent Letter (Initial Identification)					
AMAO Letter to Parents					
Continuing Program Placement Parent Letter (Sept)					
ELD Report Card (Fall, Winter, and Spring)					
EXPRESS Assessment (Fall and Winter)					
Notice of Annual Assessment (ELPA) Parent Letter (February)					
ELPA Results Parent Letter (June)					
Year End Summary (June)					
First Year Monitor Gen. Ed. Teacher Reports (each grading period)					
Second Year Monitor Gen. Ed. Teacher Reports					



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<i>(each grading period)</i>					
Classroom Observation <i>(as needed)</i>					
Meeting Notes <i>(as needed)</i>					
AQS Screen					

70. District Evaluation of the identification process:

70. 100% of students received the registration packet including the home language survey. 100% of students indicating potential eligibility completed the identification process.

71. We have 100% compliance rate of identifying all English learners in the past three years. The classroom teachers continuously monitor and provide feedback to the district ELD teacher to help prevent students from slipping through the cracks. Below is a description of our identification process.

Our registration materials collect data for identification of Recent Arrivers. Recent Arrivers may include any student who has not previously attended school in the United States or US Territory. Students may include Kindergarteners, adoptees from other nations, and foreign exchange students. These students will be reviewed for potential identification in the same manner as any student registering for school.

Assistance is provided for parents who have a language barrier in completing forms, to include an interpreter if needed. Families who speak Spanish will receive translation from one of three fluent Spanish speaking staff members in the district (Pat Marlia, Molly Lewis). Each packet includes a Home Language survey. This is completed for every registering student. This survey is designed to assist the district in determining whether students may have a primary home language other than English or other reason listed below that might prompt screening/assessment. The survey also provides information as to the language first heard and/or spoken by the student.

School aged students are identified with Limited English Proficiency (LEP) under the following guidelines of the Elementary and Secondary Education Act of 2001-NCLB-Title IX:

The student is enrolled or preparing to enroll in an elementary school or secondary school:

1. *Was not born in the United States or whose native language is a language other than English;*



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2. *Who is a Native American or Alaska Native, or a native resident of the outlying areas; and*
3. *Comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or*
4. *Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and*
5. *Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:*
 - I. *The ability to meet the State's proficient level of achievement on State assessments;*
 - II. *The ability to successfully achieve in classrooms where the language of instruction is English; or*
 - III. *The opportunity to participate fully in society*

This home language survey is completed within 30 days of the beginning of the school year and within two weeks of registration during the school year. This survey also prompts an assessment of the student's English language proficiency level. The assessment is completed by ELD teacher.

If a home language survey is not completed during registration, the school secretary will contact the parent to complete the form before the student is assessed for ELD services.

School secretaries review the home language surveys received and forward a copy of any survey in which a language other than English has been indicated to the district ELD teacher.

The ELD teacher reviews the surveys and determines whether to proceed with an evaluation of the student's language proficiency skills. Students identified with a home language other than English, or to be of Native American descent are screened using the Systematic ELD Quick Screen (Susana Dutro). Initial placement is determined by administration of the Woodcock-Munoz Language Survey and The ADEPT. These tools are used to determine whether placement in the English Language Development program is appropriate.*

The Woodcock-Munoz Language Survey is a norm-referenced measure of reading, writing, listening, and comprehension. Its purpose is to establish language proficiency levels in English and/or Spanish.

The ADEPT assesses key forms, or grammatical structures, through carefully worded prompts that elicit student responses. Responses to the prompts provide teachers with data regarding a student's proficiency in use of grammatical structures and general use of vocabulary receptively and expressively.

Training for these tools is provided through collaboration with NWRESID ESI Consortium and ESL teachers from other districts, and/or training workshops.

Following the assessment to determine eligibility for ELD services, the ELD teacher will notify parents through a letter in the language spoken in the home, of their child's eligibility. Parents/guardians are notified as to whether or not their child qualifies for services.



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Classroom teachers are provided a copy of the letter and the assessment results of their respective students. This procedure is maintained to ensure effective and meaningful communication regarding an ELL student's needs are being communicated with the appropriate educational staff.

Students being served within the district's ELD program from the previous school will continue to receive ELD services until they successfully meet program exit requirements. Parents are notified of the student's continuation in ELD services.

The ELD teacher will send updated enrollment and assessment information to the student services director within 30 days of the start of the school year. If a student transfers to the district within the school year, the ELD teacher will send the enrollment and assessment information to the Student Services office within two weeks.

The ELD Teacher maintains and increases teaching and/or classroom skills through participation in the NWRESL/Title III Consortium, and the SIOP Coaching with Sonya Carnes, and district professional development offerings. The ELD teacher maintains a teaching endorsement/license in ESL per the Oregon State Teachers Standards and Practices Commission. The ELD teacher attends appropriate trainings, workshops and university courses designed to increase competency in administration of assessments and best practices for teaching and program implementation.

All language assessments are proctored/administered by the certified ESL teacher, currently Liz Stark.

Evaluation of Student Placement in ELD program services:

72: Students are placed in the appropriate ELD groups relative to their level of English Language Proficiency and within one level of proficiency based on ELPA and other summative scores. Our evaluation indicates that students within the group are no more than one language level apart. There are groups that have levels 1-2, 2-3 and 3-4.

Banks School district also uses the EXPRESS and ADEPT to identify where to place a student. During the 2013-14 school year students were grouped by proficiency level and grade level. At the beginning of the year it was evident that there was not enough time for the ELD teacher to serve all students in the ELD program according to their grade level. By increasing the ELD teacher's hours it allowed for more flexibility in grouping. For example not all second graders were close to or at the same proficiency levels so two groups were created to meet the needs of these students.

Evaluation of adequate staff and materials that is consistent with the district's ELD program of service:

73: It was evident in the fall that the district did not have sufficient staffing of an ELD teacher to meet student needs. Additional .2FTE was added by board approval. The ELD program has a small budget annually for new materials. At the end of the 2013-2014 school year we added Systematic ELD materials to help support instruction such as game boards. The district also purchased a subscription to Reading A-Z and Vocabulary



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A-Z to support students at home. For the 2014-15 SY we have added a significant amount in the budget in preparation for new materials adoption this summer by ODE.

Evaluation of the district's exiting/reclassification process for students transitioning from the ELD program:

74: In the 2013-14 school year five students scored a five in at least 2 domains or more on the ELPA. However, only 4 students were exited. The fifth student was borderline on their overall composite score. Other factors needed to be taken into consideration such as classroom observations and the student's promotion to third grade. This is an example of when exiting a student more needs to be taken into account than just a student's composite score on the ELPA. The same goes for knowing when to exit a student because they are no longer benefiting from the ELD program due to a learning disability. This is an important area where our team of educators and administrators are working together to find solutions to meet the needs of these dual identified students.

In the past two years the district has not had to consider a student for reclassification.

Below is our district's ELD Program exit procedure:

Exit Determination Procedures

Step 1:

- Review language proficiency information (ELPA, Woodcock Muñoz Language Survey) for evidence of English proficiency at early advanced or advanced levels.

Step 2 a & b:

- **Gather and review additional evidence of academic success, determine if evidence supports exit.**
- If the student has an ELPA 5 and evidence does not support exit, complete step 3
- If the student has an ELPA score less than 5 and evidence does support exit, complete step 4.
- If the student has an ELPA 5 and evidence supports exit, complete step 6

Step 3 a, b & c:

- a) Involve parents/guardian(s) in retention recommendation through parent contact or meeting.
 - If the assessment team supports retention go to step 5.



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- If the assessment team does not support retaining go to step 5.
- b) Notify parents/guardian(s) of promotion recommendation.
 - If the assessment team supports exit go to step 6.
 - If the assessment team does not support exit go to step 5.
- c) Parents/guardian(s) notification, decision completed.
 - If the decision was to exit go to step 6.

Step 4: Complete Exit Form and submit to student services for review.

Step 5: Review and file recommendation in CUM file, district office, parents/guardian(s), and working file.

Step 6: Exit letter provided to parent/guardian. Documentation provided to teacher.

Step 7: Exit paperwork filed in CUM, Student Services office and working file.

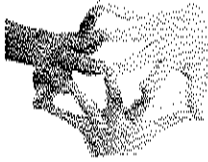
- The ELD teacher monitors and reports on student's meaningful participation in academic progress for two years after exiting from the ELD program.
- Exit dates are entered in the NCLB Spring LEP Collection under the category of Title III.

Evaluation of Monitoring Practices for students who have transitioned from the ELD program:

75: During the 2013-14 school year a NW Regional ESD Coach met with the district ELD teacher for many reasons, one of which was to review documents used in other districts. After reviewing several monitoring forms, the district created a new monitoring form to help gather more information on students on a monitor status. This form also helps to identify if a student is or is not making progress and their study habits from trimester to trimester in their core classes. Our teachers are always striving to communicate and collaborate more each year. After evaluating this process we found that the ELD teacher needs to follow up more with teachers once they report back on the ELD graduate student.

The district's rate of ELs acquiring English language skills. Is the pace consistent with program goals or expectations:

76: We met AMAO in 2013-14 and are awaiting 2014-15 AMAO data. ½ of all student receiving services exited to monitor status in 2014-15 school year. 100% of students entered monitoring status prior to entering high school. Our data (below) indicates we



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met this objective during the 2013-14 school year, an improvement over the prior two years.

AMAO 1 2011-12: Met	AMAO 2 2012-13: Not Met	AMAO 1 2013-14: Met
AMAO 2 2011-12: Not Met	AMAO 2 2012-13: Met	AMAO 2 2013-14: Met
AMAO 3 2011-12: Not Rated	AMAO 3 2012-13: Not Rated	AMAO 3 2013-14: Met

The district's rate of language development progress compatible with the district's objectives for academic (core content) progress:

77: It is the goal of the district to provide effective instruction so that students gain at least one level of proficiency each year which in return provides them with more access to the core content. This is the second year the district ELD teacher's FTE has been designated at .6 FTE. This is up from .4 FTE two years ago. This has allowed more time for the teacher to collaborate with classroom teachers as well as monitoring student academic progress. The district ELD teacher reviews student's report cards each quarter and addresses all concerning areas.

2013-2014 Assessment Data:

Fifteen EL students took the ELPA test during the 2013-14 school year.

- **AMAO 1: Met** AMAO 1 looks at the number of years a student is identified as an English learner and the student's ELPA scores through a growth model. **69% of Banks students met this growth requirement.**
- **AMAO 2: Met** AMAO 2 reflects the percentage of students obtaining English proficiency based on the number of years the student is identified as an English learner.
AMAO 2A –Met 18% of Banks students met this growth requirement. AMAO 2A reflects the % of all English learners identified for fewer than 5 years obtaining English proficiency.
- **AMAO 2B: Not Rated** AMAO 2B the % of all English learners identified for 5 or more years obtaining English proficiency.



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- **AMAO 3: Not rated** AMAO 3 reflects whether Banks met reading and math growth and graduation targets on the Report Card for the English learner subgroup.

AMAO Designation: Met

2014-15 Assessment Data will be added to the Plan of Service when available from ODE. ½ of all active ELL students moved to monitor status in 2014-15.

How English learners are performing in English language skills compared to the district's goals and standards:

78: In 2013-14 Banks School District's students achieved an overall "Met" designation for our AMAO rating. When comparing this success to the prior year described below, we reached our objective to better serve our English Learners as evidenced earning a Met designation.

2012-2013 Assessment Data:

- AMAO 1: 33% of students Met AMAO 1 (requirement was 66% to meet)
- AMAO 2A: 20% of students were exited due to scoring a proficiency level of advanced in 2 or more domains. (requirement was 21% to meet)
- AMAO 2B: 100% of students enrolled in the program for 5 or more years were exited in 2013-14 school year. (requirement to meet was 32%)
- AMAO 3: Not rated due to small group size
25% of students in 3rd grade or above passed their reading or their math state assessment (OAKS).

AMAO Designation: Not met

How the district's ELs are progressing in English language skills so they will be able to successfully handle regular coursework:

79: Based on report cards, the majority of students have the English language skills to successfully handle regular course work as long as classroom teachers continue to use SIOP strategies such as front loading vocabulary, activating prior knowledge, diagrams, pictures, etc. when presenting new information.

80. Students on monitor status continue to demonstrate English language skills through earning adequate academic grades and credits, and continued progress in grade level reading and writing.



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Teachers are provided a monitoring questionnaire asking the following:

Does the student:

- complete assignments in a timely manner?
- communicate effectively with teacher?
- participate in class projects?
- require additional assistance with assignments?
- work independently
- show learning on assessments?

The classroom teacher is asked to rate the student's performance on a scale of 1 to 5 (1 meaning never and a 5 meaning always). The ELD teacher checks in with gen ed. teachers quarterly at each grading period. If there are any concerns the team brainstorms what strategies the classroom teacher could be using to support the long term English learner.

81: Non-monitored former ELs are assessed in classes by classroom teachers. These students continue to meet the rigorous demands of general education English language requirements, and demonstrate their proficiency by earning credits and graduating on time with their native english speaking peers, participating in community events, and leaving high school college and career ready. In the past three years, 100% of former non monitored (and monitored) EL's graduated on time.

82-83. EL students are performing close to or at grade level benchmarks. Of students who were of testing age in 2013-14 (grades 3+ in our most recent test year data), 27% (3 of 11) met state reading benchmark standards. In 2013-14, 26-29.5% of all students met in reading.

84: What measures are being used to assess the overall performance of EL students in meeting the goals the district has established for its EL program

EL students are assessed using the ELPA and Woodcock-Munoz scores, classroom work, tests, and SBAC assessment. The Adept Test is used to assess and monitor progress during the school year. The ELD conduct regular progress monitoring (Systematic ELD Units by EL Achieve).

85: Identified concern(s) based on this evaluation

Data indicators show students are progressing their English language development. The academic success of EL's is on track with our general education students.

86: How the district will address the concerns mentioned above



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When data reflects that EL students are not making progress commensurate with their peers, the review team will use the following process to determine if resources, policies, and/or procedures need to be revised to better meet student needs.

Program Evaluation Process

1. Gather Data
2. Review:
 - Component Goals
 - ODE Self Assessment Guide
 - ODE Title III Plan Review
3. Identify Areas of Concern
 - Instructional Program
 - Resources
 - Staff Development



Banks School District ESL/ELL Program
Procedures

4. Design Modification Plan
5. Develop Action Plan – Using Title III Action Plan form
Modifications must be prioritized to support students
6. Review Resources
Supplemental materials, textbooks, curriculum, procedures – OCR
Guide to insure equal access
7. Review Instructional Program
Review program model, academic success, AMAO
Staff Development – Does plan insure instructional capacity?