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Appendices
### Part I A Jefferson School District Information

1. **Size of the School District**
   Jefferson, Oregon is a small rural bedroom community located between Salem and Albany in the Willamette Valley. Jefferson School District covers an area of about 42.6 square miles in Marion County and 13.7 square miles in Linn County. The District serves a greater Jefferson area population of about 6,500 residents. The district consists of one K-5 elementary, one 6-8 middle school, one 9-12 high school and a district office with support facilities.

2. **District Total Enrollment**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Enrollment (March, 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary (K-5)</td>
<td>382 students</td>
</tr>
<tr>
<td>Middle School (6-8)</td>
<td>200 students</td>
</tr>
<tr>
<td>High School (9-12)</td>
<td>314 students</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>896 students</strong></td>
</tr>
</tbody>
</table>

3. **District’s Ethnic Diversity**

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White (not of Hispanic origin)</td>
<td>70.4%</td>
</tr>
<tr>
<td>Black (not of Hispanic origin)</td>
<td>1.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>26.6%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>2.0%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

4. **LEP Students Enrolled in the District:**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary (K-5)</td>
<td>92 Students</td>
</tr>
<tr>
<td>Middle School (6-8)</td>
<td>26 Students</td>
</tr>
<tr>
<td>High School (9-12)</td>
<td>19 Students</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34 Students</strong></td>
</tr>
</tbody>
</table>

5. **LEP Students in Special Education:**

<table>
<thead>
<tr>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10 Students</strong></td>
</tr>
</tbody>
</table>

6. **LEP Students in the Talented and Gifted Program:**

<table>
<thead>
<tr>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10 Students</strong></td>
</tr>
</tbody>
</table>

7. **English Language Proficiency Assessment Results**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students progressing to a higher proficiency level (AMAO 1)</td>
<td>33.7%</td>
</tr>
<tr>
<td>Students exited from a five-year program (AMAO II)</td>
<td>4</td>
</tr>
<tr>
<td>Students on monitoring status year 1</td>
<td>0</td>
</tr>
<tr>
<td>Students on monitoring status year 2</td>
<td>2</td>
</tr>
<tr>
<td>Students who have re-entered into the program from monitoring status</td>
<td>0</td>
</tr>
</tbody>
</table>

8. **Oregon State Assessment results for LEP students (AMAO 3):**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts, 2008-2009</td>
<td>81.2% Elementary, 61.4% Secondary</td>
</tr>
<tr>
<td>Math, 2008-2009</td>
<td>99.7% Elementary, 68.4% Secondary</td>
</tr>
</tbody>
</table>

9. **Oregon State Assessment results for LEP students (AMAOs criterion 3):**

Jefferson School District scored 60% in reading and 59% in math expectations for all students meeting or exceeding state standards.
Part I B Program Goals and Philosophy

FOUNDATIONS OF THE JEFFERSON ELL PROGRAM

“Successful program models for promoting the academic achievement of language minority students are those that enable these students to develop academic skills while learning English. The best program organization is one that is tailored to meet the linguistic, academic, and affective needs of students; provides language minority students with the instruction necessary to allow them to progress through school at a rate commensurate with their native-English-speaking peers; and makes the best use of district and community resources.” Jeanne Rennie, CAL Digest, “ESL and Bilingual Program Models” September, 1993.

Jefferson School District 14J bases its approaches to the education of English Language Learners on the following beliefs and scientific findings.

1. All students can achieve at a high level when provided with scientifically based instructional approaches by highly qualified staff.
2. All students in this district deserve and will receive equal access to district programs and activities.
3. Students who are English Language learners have much to contribute to our school and community and educating these students to their maximum potential is an investment in America’s future.
4. Effective instruction for English language learners must be based on known stages of language acquisition.
5. Effective instruction for all students must be differentiated according to the proficiencies and learning styles of individual learners.
6. Effective instruction for English language learners must take advantage of each student’s store of personal experience, their culture and the linguistic competencies already acquired through acquisition of each student’s primary language.
7. Effective instruction for English language learners must be based on curriculum aligned with the Oregon English Language Proficiency Standards.
8. Effective instruction for English language learners must be founded on scientifically based best practice research.
9. Staff members with responsibilities for the education of English language learners must seek to acquire competency in the culture(s) of the students they serve.
10. Parents are effective partners in their children’s learning.
11. Bilingual, bicultural and culturally competent employees are an asset to the district and these competencies should be actively pursued through training and hiring of employees.
GOALS OF THE JEFFERSON ELL PROGRAM

The goal of Jefferson School District’s English Language Learner’s Program is to increase the English language proficiency of ELL students by providing high-quality language instruction and educational programs that are based on scientific research which demonstrates the effectiveness of our chosen programs in increasing English proficiency and student academic achievement. In our English Language Learner program, and in all of our classrooms, we will seek to build self esteem and to instill respect for cultural differences.

SMART Goals for AMAO’s:

AMAO 1 – Increase the percentage of students progressing from one proficiency level to the next from 33.76% (08/09 students) to 60%.
AMAO 2 – Increase the percentage of students reaching proficiency and exiting the program from 5% (08/09 students) to 55%.
AMAO 3 – Ensure all ELLs meet Adequate Yearly Progress (AYP) in English language arts (Reading) and Mathematics.

Overarching plans:
- As part of our Continuous Improvement Plan, Jefferson School District will focus efforts on the development of Professional Learning Communities and the organization, time and effort to build those practices.
- Build up the core instructional practices through the use of an Instructional Coach.
- Complete the vertical alignment of all curriculums, including that for English Language Development K-12 with appropriate formative assessment to track students’ progress and ensure timely interventions. Interventions will be identified and delivered based on students’ language, academic, attendance and behavior.
- Improve the data tracking process for ELLs and provide timely data reports to all district teachers and administrators.
- Continue on-going and job embedded systematic approach to professional development for teachers and administrators in ELD, SIOP, GLAD, implementation and observation protocols.

Specific district areas for Improving Academic Performance of English Language Learners and strategies/actions planned (including timelines and responsible parties) are as follows:

Identification: All students who may need language assistance due to having a primary or home language other than English will be identified.

Action Plan Strategies:
- Fall 2009: Build Professional Learning Community for ELD teachers and assistant. This will serve as an organizational tool to develop a team of all ELD staff working toward the educational needs of our ELL students.
Fall 2010: Monitor process of intake and enrollment at all schools to ensure timely and accurate identification of PHLOTE students by spot checking files and observing the process.

Ongoing: Provide additional training as needed to staff responsible for intake and staff making first contact with families and children upon enrollment (ELD Coordinator)

Winter 2009: Map out the data transfer, input and entry process to evaluate accuracy of data (Data Analyst)

**Assessment:** All students identified under goal number one will be promptly assessed and a determination will be made whether they are English Language Learners (ELL).

**Action Plan Strategies:**
- Implement formative assessments in each domain aligned with Systematic ELD to inform instruction. Continue implementation of ELD writing rubric

**Placement:** All students determined to be an English Language Learner will be appropriately and promptly placed in an English Language Development program.

**Action Plan Strategies:**
- Create a system for evaluating and determining ELD eligibility for all new students.
- Develop a comprehensive case management model with appropriate timely data collection and decision rules that include student and parent voice

**Comprehensive Program:** All English Language Learners will be provided Systematic English Language Development instruction as well as effective access to the same academic programs as other students.

**Action Plan Strategies:**
- Increase the number of minutes and/or quality of English Language Development for students not making adequate language proficiency process and ensure they receive instruction from the best qualified instructors by Fall 2010
- Complete K-12 vertical alignment of Systematic English Language Development by December 2010 (ELD teachers, ELD Coordinator)
- Review implementation of ELD with Susana Dutro in 2010-2011 school year (ELD Coordinators, ELD teachers and Building Administrators)
- Deliver refresher training for SIOP Strategies in 2009-2010.
- Deliver training for observation strategies for administrators in using SIOP model

**Staffing and Resources:** All instructional personnel with responsibility for the English Language Development program, including access to academic curricula, will be qualified for their responsibilities and have adequate training and appropriate instructional materials.

**Action Plan Strategies:**
- Continue to offer ongoing, systemic, job-embedded professional development for all staff responsible for educating ELLs including ELD, SIOP, GLAD, etc.
**Special Services:** All English Language Learners who are qualified for Talented and Gifted Education, Special Education Services, and/or 504, will receive those services.

**Action Plan Strategies:**
- Identify tools and strategies for identifying ELL and ELL/SPED students for Talented and Gifted services
- Provide professional development for classrooms and ELD teachers to familiarize them with characteristics of TAG students to improve referral of ELL students for identification

**Exiting:** All English Language Learners who have achieved sufficient proficiency in English, so as to not need English language assistance per exit criteria, will be identified and fully mainstreamed.

**Action Plan Strategies:**
- Build a strong monitoring program that scaffolds interventions for students in transition
- Exit students 5 or more years in the program, based on portfolio of evidence, and place in the comprehensive monitoring program as well as mainstream classes, but provide appropriate support at first sign of distress
- Develop a review team process overseen by District ELD Coordinator to ensure that the exit policies are followed at each site. This includes review of ELL students achieving proficiency on ELPA or based on portfolio of evidence prepared by ELD teachers and school team

**Monitoring:** All students who have been exited from the English Language Assistance Program will be monitored for successful academic progress for two years, and if necessary, will be offered additional intervention.

**Action Plan Strategies:**
- Evaluate existing programs and build on a continuum of supports for monitored students to ensure a seamless transition
- Create a system for clear and consistent monitoring of all exited students which includes measurement tools, frequency of the reporting and support system for those struggling.

**Evaluation:** The district will conduct an annual evaluation of its English Language Development Program that states the extent to which goals are met and identifies program weaknesses that require remediation, with specific recommendations regarding actions that should be taken.

**Action Plan Strategies:**
- The Administrative Team will complete an annual evaluation of programs and services for English Language Learners using measurement indicator for all nine program areas.
• Create longitudinal data charts for ELD teachers for case management of individual students for use in data team processes at the school level
• Agree on district wide measure of program effectiveness and conduct data analysis with district administrators to ensure data literacy and timely mid course corrections
Part II  Primary Home Language other than English (PHLOTE)

Home Language Survey - The district requires all students enrolling in the district to complete the home language survey. This information is then used to identify those students who are potential ELL students. At the time of registration, parents are given the home language survey along with other registration materials. The Home Language Survey will be completed at the time of registration. PHLOTE students will be identified by information provided on the home language survey and a review of the student’s cumulative file. When a student is identified as a potential ELL eligible student, then within 30 days after the beginning of the school year or within two weeks after mid-year enrollment the student will be evaluated for ELL eligibility using the ADEPT. Any student identified from the survey as growing up in a household where English was or is not their primary language, who has influence in their household or within their immediate family or guarding members of a language other than English, whether he or she speaks English already, or who is a newcomer to the United States and will experience language and cultural impact will be referred for assessment.

<table>
<thead>
<tr>
<th>Procedures</th>
<th>Responsible</th>
<th>Time Frame</th>
<th>Standards</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home language survey is completed for all enrolling students at the time of registration.</td>
<td>Secretary or trained Designee of Principal</td>
<td>Upon enrollment</td>
<td>Parent must answer all questions concerning home language survey and race and ethnicity identification. If the information provided is incomplete, school contacts parent to obtain missing information.</td>
<td>Completed registration form, including home language survey.</td>
</tr>
<tr>
<td>Parents who do not speak English are provided translation and/or interpretation.</td>
<td>School Principal, Counselor, ELD teacher, or other designee</td>
<td>Upon enrollment</td>
<td>Interpretation is available for parents who do not speak English. Written Spanish survey form is available. Home language survey in other languages will be provided if necessary.</td>
<td>Completed registration form, including home language survey.</td>
</tr>
<tr>
<td>PHLOTE students are identified and listed by name and primary language.</td>
<td>Secretary and ELD teacher</td>
<td>Upon enrollment</td>
<td>All PHLOTE students are listed whether or not they are later determined to be ELL.</td>
<td>ELL Intake Log</td>
</tr>
<tr>
<td>Home language information is maintained in student permanent record file and a copy is sent to ELD Data Center.</td>
<td>Secretary</td>
<td>Permanently</td>
<td>File is maintained in good order as per district policy.</td>
<td>Cumulative Files and ELD Data Center</td>
</tr>
<tr>
<td>Monitoring the adherence to procedures at each of the schools: Identification, Determination of PHLOTE status, Assessment</td>
<td>ELD Program Coordinator</td>
<td>Twice Annually</td>
<td>Administration will provide feedback at each school to indicate areas of compliance and areas that need improvement.</td>
<td>Memorandum documenting feedback to each school.</td>
</tr>
</tbody>
</table>
Migrant Program - Students whose families are eligible for Migrant Program services and not identified by the Home Language Survey, will be assessed using the ADEPT if self-referred or referred by a teacher or a parent.

Native American Students - Native American students not identified by the Home Language Survey are assessed if self-referred, or referred by a teacher or parent.

Parent Request – Students of parents who contact the school with language concerns or request assessment are assessed.

Teacher Referral - Teachers concerned about a student’s level of English will request a language Proficiency assessment through the ELL review team.

Transferring Students - Students, who transfer from other districts and who were previously qualified for and received ELL instruction will qualify for services in the Jefferson School District as well. The student will be given the ADEPT in the spring. Notification will be sent to the parents within two weeks as to whether ELL services will continue for their child.
Part III A. LEP Student Assessment

All students identified as potential ELL students are assessed for English language Proficiency by using the ADEPT administered by ELL staff with training in its administration and interpretation. The same instrument will be used for annual assessment in the spring, provided it was last administered more than six months earlier.

Purpose and usage of the ADEPT

The ADEPT assesses a student’s ability to understand and generate utterances using a scope and sequence of language forms, or structures, across the five levels of English proficiency.

It is an oral language assessment instrument designed to help teachers do the following:

- Identify a student’s instructional level for systematic ELD instruction
- Understand a student’s language ability to assist in differentiating instruction
- Monitor student progress in English proficiency
- Inform planning for Systematic ELD, Frontloading Language, and reading/language arts instruction

The ADEPT must be administered one-on-one, in a quiet setting, in order to hear student responses. It cannot be given in the regular classroom setting.

This test reports the following levels of proficiency:

**Level 1-Beginning:** Minimal comprehension of general meaning. Ability to understand basic vocabulary and generate one or two word responses and one sentence with the present progressive. Many basic errors in speech.

**Level 2-Early Intermediate:** Increasing comprehension of general meaning and some specific meaning. Ability to understand and generate routine expressions and utterances using present progressive, is/are, and pronouns. Some basic errors in speech.

**Level 3-Intermediate:** Good comprehension of general meaning and increasing comprehension of specific meaning. Ability to understand and generate utterances with varied verb tenses, possessives, pronouns, and adverbs. Some errors in speech.

**Level 4-Early Advanced:** Consistent comprehension of general meaning and good understanding of implied meaning. Ability to use more complex pronouns, adverbs, and varied verb forms. Standard grammar with few random errors.

**Level 5-Advanced:** Comprehension of general and implied meaning, including idiomatic and figurative language. Conventions for formal and informal use.
Proficiency data will be collected annually by the Student Services Secretary and entered into the district LEP student data system. Updated copies of the information will be disseminated to classroom teachers and to others who need the data identified for making placement and instructional decisions and for program evaluation.

Data on the English proficiency of primary ELL students will be used to determine strategies for instruction including the most effective language for instruction in content areas.

Proficiency data will be included with other district achievement measures used to plan strategies for increasing achievement for all English Language Learners and for ensuring that each school meets AYP targets.

Parents will receive these results by mail. Records of ELL proficiency results will be maintained in the office of the Student Services secretary where they may be accessed.
Part III. B. Assessment of LEP Students

The ELD program coordinator, in conjunction with the district assessment coordinator and CIP development team, will evaluate Adequate Yearly Progress (AYP) and Annual Measurable Achievement Objectives (AMAO) data to determine if ELL students are making adequate gains in English language proficiency, language arts and mathematics. The team will evaluate state test data and English Language Proficiency Assessment (ELPA) scores from individual schools in January of each year to determine if adjustments need to be made in teacher preparation, program model implementation or curriculum delivery.

The district administration carries out an annual ELD program evaluation to assure that the district and individual schools are carrying out the ELD program plan and are making strides to meet Annual Measurable Achievement Objectives (AMAO) and Annual Yearly Progress (AYP). This evaluation includes the aforementioned analysis of test data, formative assessment information, student indicators including grades, attendance and behavior data, student surveys, teacher input and analysis of the School Improvement Plan. This program evaluation will be scheduled during the first week of June on an annual basis.

If data indicates lack of adequate progress, the ELD program coordinator and the ELD staff representatives, will identify the level of intervention to make. The District ELD coordinator arranges meetings with the school principal and ELD teachers to use data to propose short-term changes and to implement long-term improvements. If it is a district-wide concern, the problem is addressed with the district administrative team in consultation with site-based representatives. Short-term changes are instituted and long-term improvements are proposed for including in the district’s annual Continuous Improvement Plan (CIP).
IV. Instructional Program and Educational Approaches

The purpose of our English Language Learner (ELL) Program is to increase the English language proficiency of all ELL students by providing high-quality language instruction using educational programs that are based on scientific research. It is also our goal to assist students in learning English and in continuing their growth in content area knowledge and skills while providing developmentally appropriate instruction in English and in the students’ native language until their understanding of academic English is sufficient to permit students to succeed in English only classrooms without assistance. Our program does not place a time limit on the number of years a student can be in the program. Participation is based on their ADEPT and the ELPA, as well as teacher recommendation. When the grade level ELL team determines that a student has achieved a proficiency level based upon the districts exit criteria and the student transitions from the ELL program into regular classes, these students are monitored using the policy adopted by the district. If at any point during the monitoring years the student shows the need for more assistance they may be returned to the ELL program. However, it is the intent that our program would operate in such a way that a student would expect to reach exit criteria within the five year target.

The Jefferson School District recognizes the distinction between social and academic language. Basic Interpersonal Communication Skills (BICS) are language skills needed in social situations. These are the day-to-day language skills needed to interact socially with peers and adults. These interactions occur in a meaningful social context. They are not highly demanding cognitively. The language required is not specialized. These language skills usually develop between six months and two years after arrival in the United States. It is a mistake often made in schools to believe that a child with adequate social English skills is sufficiently in English to handle the higher cognitive demands and specialized vocabularies, language forms and functions, grammatical structures and usage of content specialties.

Cognitive Academic Language Proficiency (CALP) refers to the language of academic learning, including listening, speaking, reading, and writing about subject area content material. This level of language learning is essential for success in school. Even with support, development of CALP usually takes from five to seven years (Cummins, 1984 and Collier, 1997). If a child has no prior schooling or has no support in native language development, it may take seven to ten years for English language learners to catch up to their peers (Thomas & Collier, 1995). We believe that support in the child’s native language supports the theory that there is a common underlying proficiency between two languages. Skills, ideas and concepts students learn in their first language will be transferred to the second language. Academic language acquisition isn’t just the understanding of content area vocabulary. It includes skills such as comparing, classifying, synthesizing, evaluating, and inferring. Academic language tasks are context-reduced. Information is read in a textbook or presented by the teacher. As a student gets older the context of academic tasks becomes more and more reduced. The language also becomes more cognitively demanding. New ideas, concepts and language are presented to the students at the same time. We have designed our English Language Learner program around this differentiation between social and academic language acquisition, and the belief that there is a common underlying
proficiency between two languages which allows skills, ideas and concepts learned in
the first language to be transferred to the second language.

Grade Level Instructional Programs:

- Kindergarten: Certified teacher, bilingual assistant, with additional bilingual
  assistants for the Spanish/English literacy program (Estrellita, with supplemental
  literature). ELD block is for 15 minutes or longer each day? Teacher trained in
  Susana Dutro's Focused Approach, SIOP and GLAD.

- Grades 1-3: Transitional bilingual program: 1 ESOL endorsed teacher, 1
  bilingual/ESOL endorsed teacher, 2 bilingual assistants. The teachers team-
  teach literacy, ELD and mathematics. The program includes bilingual literacy
  instruction, bilingual support & sheltered instruction in Math, specific instruction in
  English Language Development, and SDAIE for all other subjects. Teachers use
  Susana Dutro's Focused Approach for ELD instruction, along with McGraw-Hill
  Treasure Chest, and teacher-made materials in support of the Focused
  Approach, for 35 minutes per day. Students are grouped for ELD instruction by
  ELP level, with considerations for age/grade. Teachers are trained in GLAD and
  SIOP strategies, and use these throughout the day. Literacy instruction is
  bilingual for Spanish speakers, and English with support for other ELs. The
  literacy block is 105 minutes. Math instruction is 60 minutes.

- Grades 4-5: Students are grouped into 3 classrooms, with ESOL-endorsed
  teachers. Bilingual assistants are available in each class for 60 minutes/day for
  support in core subjects. ELD is a 30-minute block. Students are grouped by
  ELP level. Teachers use Susana Dutro’s Focused Approach for ELD instruction,
  along with McGraw-Hill Treasure Chest, Carousel of Ideas, and teacher-made
  materials in support of the Focused Approach.

Additional references:

Goldenberg, Claude, “Teaching English Language Learners: What the Research Does—and

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scholarship without the permission of the publisher.

- A sheltered instruction approach will be used in all middle school and high
  school classrooms. All certified teachers are trained in Sheltered Instruction
  Observation Protocol (SIOP) for promoting English language development
  (reading writing, speaking and listening skills.) Students will be taught content
  material using SIOP strategies with bilingual assistance. This structure will
provide the instructional support that English language learners need to participate in and benefit from academic learning in an appropriate mainstream environment.

- All students in grades 6-8 prioritized for special instruction in reading English text, including ELL students whose reading is significantly below their age/grade levels, will be taught by teachers trained in the use of a research-based intensive reading program. (Visions and literature based instruction) Reading lessons will focus on pre-reading, summarizing, generating questions about the text and developing vocabulary. Students are assisted by an ESOL-certified teacher in differentiated ELD instruction.

- All ELL eligible students in grades 6-8 will receive English Language development instruction in regularly scheduled classes taught by ESOL certified staff using state of the art adopted ELD curriculum. These classes are held every day during the regular school day and are no less than thirty minutes in length. The ELD curriculum is used in explicitly teach speaking, reading, and writing English in a manner enabling ELL students to profit from regular classroom instruction in English. Students who are identified as needing additional support in their academic courses may also receive tutorial assistance in content area classes in the same setting by highly qualifies staff. This assistance will be designed to improve success in all academic areas and will be available by request and permission to ELL students at all levels of English proficiency.

- All ELL eligible secondary students will receive English language development instruction in regularly scheduled classes for one 45 minute class period each regular day taught by ESOL certified staff using state adopted ELD curriculum. Students who are identified as needing additional support in their academic courses may also receive tutorial assistance in content area classes in the same setting by highly qualified classified staff. This assistance will be designed to improve success in all academic areas and will be available by request and by permission to ELL students at all levels of English proficiency. Additional tutorial assistance will be available two days per week through an after-school homework lab as well as any changes that come about as a result of schedule and program changes set by Professional Learning Community strategies.
Part V  Staff and Professional Development

Eleven district teachers have completed ESOL training and obtained TSPC certification. ALL certified staff working in Jefferson School District at the time completed SIOP training during the 2005-06 school year. All current classroom instructional staff will have received a review/refresher training by the start of the 2010-2011 school year. In addition, two district administrators have been trained in the supervision of the SIOP Model’s use in the classroom. Beginning with the 2010-2011 school year, it is the standing policy of the Jefferson School District that all new certified and classified staff be trained in the SIOP methods of instruction for content vocabulary. Also, all staff will be given follow-up training in the use of SIOP skills at some point during each school year. This training will utilize the three certified SIOP trainers the district has within its own staff. Implementation of SIOP practices will be monitored at the building level through informal pop by visits as well as during formal observation and evaluation. The district level instructional coach will also provide feedback related to the inclusion or the absence of SIOP instructional practices observed.

Training for staff administering and interpreting the ADEPT will be completed each year. The Woodcock Muñoz Language Survey will be used less but will still be available for measuring progress when the situation calls for it. Employees responsible for administration and interpretation of this test will attend a WESD training every other year.

All teachers and instructional assistants will be highly qualified according to NCLB standards.

Fluency in Spanish, ESOL certification, other relevant training (e.g. SIOP, GLAD) and experience teaching English Language Learners will be advertised as district hiring preferences for instructional personnel. The local Hispanic community will be utilized as a resource for recruitment. Spanish speaking parents and/or staff will be invited to participate in hiring interviews.

Instructional assistants who work with LEP students will participate in relevant district training opportunities and will attend at least one out-of-district ELL conference or training per year.

Jefferson School District has chosen to implement a classroom visit and data collection/analysis process in order to monitor SIOP related instruction. This classroom visit and data collection/analysis process occurs a minimum of twice each year. The on-going SIOP evaluation process in Jefferson School District has been in place for five months. The Instructional Coach has been trained in assessing proficiency related to the SIOP model. Classroom teachers are contacted via e-mail to schedule a classroom visit. The Instructional Coach uses a SIOP form, provided in the training book, to reflect the teacher’s efforts. The areas that are monitored are as follows: Preparation (6 indicators), Building Background (3 indicators), Comprehensible Input (3 indicators), Strategies (3 indicators), Interaction (4 indicators), Practice and Application (3 indicators), Lesson Delivery (4 indicators) and Review and Assessment (4 indicators).
This is a total of thirty indicators that are observed and monitored. After the classroom visit and data collection, a post-visit conference is scheduled so that the Instructional Coach and classroom teacher can discuss the data. At this time, the classroom teacher is given an opportunity to ask questions as well as brainstorm ideas/suggestions on how to strengthen his/her instructional skills related to the SIOP model. All data is kept confidential and is used for learning, not evaluation. At the end of the semester, once all classrooms have been visited at least once, the data is collected and analyzed. The Instructional Coach discusses the data with the administrators at each building and makes suggestions related to targeted professional development. Administrators can request targeted staff development and the Instructional Coach would develop and implement the training(s). The following forms are used as the Instructional Coach collect data on the use of SIOP.
### The Sheltered Instruction Observation Protocol (SIOP) (Echevarria, Vogt, &Short, 2000, 2004)

<table>
<thead>
<tr>
<th>Highly Evident</th>
<th>Somewhat Evident</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

**Teacher:**

**Observer(s):**

**School:**

**Class/Topic:**

**Total Points Possible:** 120 (Subtract 4 points for each NA given)

**Total Points Earned:**

**Percentage Score:**

---

**Instruction**

1. **Building Background**
   - Concepts explicitly linked to students’ background experiences
   - Links explicitly made between past learning and new concepts
   - Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see)

2. **Comprehensible Input**
   - Speech appropriate for students’ proficiency level (e.g., slower rate and enunciation, and simple sentence structure for beginners)
   - Explanation of academic tasks clear
   - Uses a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)

3. **Strategies**
   - Provides ample opportunities for students to use strategies

---

*Directions: Circle the number that best reflects what you observe in a sheltered lesson. You may give a score from 0-4 for NA on selected items. Circle under "Comments" specific examples of the behaviors observed.*

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Appendix A

14. Consistent use of scaffolding techniques throughout lesson, assisting and supporting student understanding, such as think-alouds

15. Teacher uses a variety of question types, including those that promote higher-order thinking skills throughout the lesson (e.g., literal, analytical, and interpretive questions)

Comments:

-4) Interaction

16. Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts

17. Grouping configurations support language and content objectives of the lesson

18. Consistently provides sufficient wait time for student response

19. Ample opportunities for students to clarify key concepts in L1

Comments:

-5) Practice/Application

20. Provides hands-on materials and/or manipulatives for students to practice using new content knowledge

21. Provides activities for students to apply content and language knowledge in the classroom

22. Uses activities that integrate all language skills (i.e., reading, writing, listening, and speaking)

Comments:

-6) Lesson Delivery

23. Content objectives clearly supported by lesson delivery

24. Language objectives clearly supported by lesson delivery

25. Students engaged approximately 90% to 100% of the period

26. Pacing of the lesson appropriate to the students' ability level

Comments:

III. Review/Assessment

27. Comprehensive review of key vocabulary

28. Comprehensive review of key content concepts

29. Regularly provides feedback to students on their output (e.g., language, content, work)

30. Conducts assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson

Comments:

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All ELL staff meets to discuss classroom, instructional and training needs of the district. These meetings are held quarterly or three to four times during each school year. During these ELL staff meetings we will evaluate our ELL Program, share information about ELL related topics, assess and determine our needs for professional development, and complete our annual review of ELL programs. We will share important information during each meeting time. We will discuss the progress of our students and make plans for exit review teams during the meeting held in January or February. We will complete our annual review of our ELL Program during our May meeting based on analysis of all available data. This data will include student performance (OSAT, ELPA), students exiting the ELL Program, reports from training, and observations by staff. Peer observations, administrative observations, conferences with staff and discussions with site councils in each building will also be utilized to provide additional information to improve our ELL Program and identify training needs. We will respond with new or modified SMART goals and a strategic plan of procedures to reach those goals.

In 2010-2011, we have made our program adjustments based on our ODE site review. During this review we were cited in five areas.

1. Appropriate placement of all ELL’s in an ELD program for the required amount of time.
2. ELL’s must be either enrolled in or have offered meaningful participation in all core content classes offered by the school.
3. Provide research-based and recognized effective instruction across the schools.
4. District ELD Programs do not reflect the practices in the schools.
5. Allegations of harassment, intimidation or bullying exist in the high schools.

The ELL staff has developed steps and procedures to assure these violations are corrected. Our Corrective Action Report will reflect our goals and the established procedures to ensure compliance with the findings.

We have ELL staff meetings quarterly to plan, discuss and train staff on the ELL Program and classroom practices. The areas addressed first were in connection to the required corrections listed in findings 1 – 4.

To address finding 5, we have met with Winston Cornwall, Education Specialist, Civil Rights/Equal Opportunity and formed a plan for addressing the harassment and bullying concerns.
Part VI Reassessment, Reclassification and Exiting Students

Attaining proficiency in the English language is our highest goal of the English Language Development program in Jefferson School District. The Oregon State Board of Education has adopted standards that describe continuous progress in the acquisition of proficiency in English. Students are expected to move through the continuum of skills reflecting increasing levels of proficiency in English. Annual assessment of English Language Learners is completed in each of the three schools in Jefferson School District. Every English Language Learner takes the English Language Proficiency Assessment (ELPA) between January and May. The Oregon English Language Proficiency Assessment (ELPA) reports five levels of proficiency in English, from 1 (Beginner) to 5 (Proficient). A score of 5 should be a culmination of consistent progress demonstrated over a legitimate period of time.

Although a score of 5 is the most typical indicator that a student is proficient in English and ready for reclassification or exit from ELD services, some students with an ELPA score of 4 may, based on a portfolio of evidence provided by the ELD teacher, show proficiency in English and be ready for exit from the program. The student portfolio must contain evidence that the student has demonstrated that they can profit from classes conducted in English. In other words, the student’s current level of English language proficiency will not present a barrier in the student’s ability to access content and will not prevent the student’s academic success in the mainstream. Only students who score a 4 on ELPA will be considered for exit via a portfolio of evidence. The body of evidence is gathered over period of time to show growth.

In contrast to the information above, some students who score 5 on ELPA may need to continue in the ELD program.

EXIT PROCEDURE:

ELL identified students who score a 5 or higher on the ELPA test will be considered proficient enough in the acquisition of English language skills to be exited from ELD services. This determination will be made based upon the spring survey of proficiency and the subsequent determination of services will take affect in the fall of the following school year. The procedure is documented in the use of an Exiting Check List, a Teacher Survey and in following the exit team procedure listed below.

- This procedure will be in effect for all ELL students. Considerations for potential exiting from ELL services will be in the spring of each school year to become affective in the following fall.
- The determination for exiting a student from ELL services will be made by a team which must include the student’s parent, a classroom teacher, and others who may have direct information or data that would be relevant to the student’s
English language ability. The building principal or their designee will complete this process during the final six weeks of the school year.

- The team will consider data from the Oregon ELPA statewide assessment, the most current score of proficiency on the ADEPT, and classroom performance indicators such as, but not limited to, work samples, grades, etc.
- Based upon all of the listed information, the team will make a determination on whether the student is proficient enough in the acquisition of English language skills to be exited from ELL services.
- This decision and the data/information used to make the determination will be documented on the ELL Exiting form.

Section 1. Reclassification (Exit from ELD Program) with ELPA Score of 5:

1. The ELD teacher reviews the available student ELPA scores (current and past years) to determine whether a current year score of 5 is “a culmination of progress demonstrated over a legitimate period of time.” A jump of two levels (for example, from 3 to 5) in a single year would be reasonable. A jump of three levels would not be reasonable, and a portfolio of evidence as described in Section 2 must be gathered and a decision made as to whether the student should be exited from or continued in the ELD program.

2. If the ELD teacher believes that the student has demonstrated that s/he can benefit from instruction in the regular education program without assistance from the ELD program, the ELD teacher proceeds to Step 3. If not, the ELD teacher follows the process for continuation of services described in Section 3.

3. The ELD teacher contacts the student’s teachers and parents or guardians and the exit team and asks whether they believe that the student has demonstrated that s/he can benefit from instruction in the regular education program without assistance from the ELD program. If there is clear agreement among content teachers and parents, the ELD teacher completes the Reclassification form and proceeds to Steps 4 and 5 below. If there is substantial disagreement among content teachers and parents the ELD teacher follows the process for continuation of services described in Section 3.

4. The original Reclassification form is placed in the student’s cumulative file.

5. The ELD teacher notifies parents of the reclassification (exit) by sending a parent reclassification letter in the appropriate available language and English, and the student is moved to “monitoring” status for two years. A copy of the parent reclassification letter in English and the appropriate available home language shall be placed in the CUM file.

Section 2. Reclassification (Exit from ELD Program) by Promotion of ELPA score of 4 or of ELPA score of 5 where a culmination of progress has not been demonstrated over a legitimate period of time:
1. The ELD teacher reviews available student ELPA scores (current and past years) of students with score of 4 or a score of 5 where a culmination of progress has not been demonstrated over a legitimate period of time and asks whether the student has demonstrated that s/he can benefit from instruction in the regular education program without assistance from the ELD program. If the answer is “yes,” the ELD teacher proceeds to Step 2. If the answer is “no,” for a student who received a 5, the ELD teacher follows the process for continuation of services described in Section 3. If the answer for a student with a score of 4 is “no,” the student will continue in the ELD program.

2. The ELD teacher gathers a portfolio of evidence demonstrating student’s advanced level of proficiency in English from multiple sources across the domains over the course of the school year. The minimum requirements for the body of evidence are as follows:

A) ELPA - Report all scores available for all years including subtests. (The ELD Data Center will pre-enter this information on the Reclassification form)

B) Curriculum based assessment – Assessments from instructional materials used in ELD classes

C) Writing Samples – At least three writing samples gathered throughout the school year demonstrating different forms and functions. If the student is a kindergarten or first grade student who is not writing, story retells or other oral samples can be substituted for the writing. Evidence that the student is progressing in these areas on par with his non-ELL peers should be gathered.

D) Reading Samples – At least three reading samples gathered throughout the school year using ELD grade level instructional materials.

E) Listening and Speaking Samples - At least three listening and speaking samples gathered throughout the school year, which are woven into the ELD instruction.

F) Classroom teacher evaluation of student’s English language proficiency which indicates by year end that the student has demonstrated that s/he can benefit from instruction in the regular education program without additional support. A fall evaluation by the classroom teacher might also be helpful in order to show progress in content areas. Teacher Survey Rubric is attached.

G) Narrative – The following must be addressed in a paragraph: A summary of documented reason/s, based upon the evidence of the student’s linguistic proficiencies gathered in items “A” through “F” above and “H” below (if any), for promoting the student out of the ELD program.

H) Additional evidence may be added, including classroom observations, checklists, anecdotal records or other linguistic assessments given during the school year. Documentation of parent participation in the process described in Steps 3 and 4 below.
3. The ELD teacher sends copies of the portfolio information to the Title III/ELL Director to review the evidence insure sufficiency and consistency across the school district.

4. The ELD teacher notifies parents of a meeting with the school team to consider student’s reclassification (exit from the ELD program) by mailing to them the “Notice of Team Meeting.” Copies of the notice are placed in the student’s CUM file. Team members include the ELD teacher, a classroom teacher, school administrator, parents and, if the student is in Special Education, the Special Education teacher or case manager. Middle and high school students should also be invited to the meeting.

5. If parents are unable to attend the meeting, their input about promotion is documented on the “Parent Consultation Form” and considered at the meeting. If the parents have not provided their input and do not attend the meeting, school staff should document those facts on the “Parent Consultation Form” in the space for staff member comments. If the “Parent Consultation Form” is used, the original is placed in the student’s CUM file and a copy is sent to the parents.

6. The team decides whether the student should be promoted (parent does not have to agree), and the ELD teacher completes the Reclassification by Promotion form. If the team does not agree, the student shall remain in ELD services.

7. The original “Reclassification by Promotion” form and the portfolio of evidence which supports it are placed in the student’s cumulative file.

8. The ELD teacher notifies parents of the reclassification (exit) by sending a “Parent Reclassification Letter” in the appropriate available language and English, and student is moved to “monitoring” status. A copy of the “Parent Reclassification Letter” in English and the appropriate available language shall be placed in the CUM file.

Section 3. Continuation of Services in the ELD Program of a Student with an ELPA score of 5:

1. The ELD teacher reviews available student ELPA scores (current and past years) of students with score of 5, but the student has not demonstrated that s/he can benefit from instruction in the regular education program without assistance from the ELD program. The ELD teacher determines that the student should be considered for continuation in the ELD program.

2. The ELD teacher gathers a portfolio of evidence of the student’s progress in acquiring proficiency in English including those skills not yet learned. Information is gathered from multiple sources across all domains over the course of the school year. The minimum requirements for the body of evidence to support continuation in the ELD program are as follows:

A) ELPA - Report all scores available for all years including subtests.
B) Curriculum based assessment - Assessments from instructional materials used in ELD classes

C) Writing Samples – At least three writing samples gathered throughout the school year demonstrating different forms and functions. If the student is a kindergarten or first grade student who is not writing, story retells or other oral samples can be substituted for the writing. Evidence that the student is progressing in these areas on a par with his non-ELL peers should be gathered.

D) Reading Samples – At least three reading samples gathered throughout the school year using grade level ELD instructional materials.

E) Listening and Speaking Samples – At least three listening and speaking samples gathered throughout the school year, which are woven into the ELD instruction.

F) Classroom teacher evaluation of student’s English language proficiency which indicates by year end that the student has not demonstrated that s/he can benefit from instruction in the regular education program. A fall evaluation by the classroom teacher might also be helpful in order to show progress in content areas.

G) Narrative – The following must be addressed in a paragraph: A summary of documented reason/s, based upon the evidence of the student’s linguistic needs gathered in items “A” through “F” above and “H” below (if any), for keeping the student in the ELD program;

H) A description of intervention strategies recommended by the school team to be implemented the year following the continuation in the ELD program that will ensure rapid success in transitioning to the regular education program without assistance from the ELD program; A description of the student’s placement in the ELD program and the services s/he will receive in the academic year following the retention; Credible documentation of other factors which may have affected the student’s need for continuation of services such as: ELD service interruptions caused by frequent moves in and out of the country, state or district or long term illness; miss-assigned teacher or long-term substitute with minimum knowledge of the content to be taught; Absence of articulated curriculum; and/or Absence of intervention strategies. Additional evidence may be added including classroom observations, checklists, anecdotal records and on-going results of linguistic assessments given during the school year.

    Documentation of parent participation in the process described in Steps 3 and 4 below (Notice of Meeting and Parent Consultation Form, if necessary to use, attached).

3. The ELD teacher sends a completed Continuation of Services form and copies of the portfolio information to the Title III/ELL Director to review the evidence to insure sufficiency and consistency across the school district.
4. The ELD teacher notifies parents of a meeting with the school team to consider student’s continuation in the program by mailing to them the Notice of Team Meeting. Copies of the Notice will be placed in the student’s cumulative file and the ELD teacher file. This notice informs parents of their right to waive further ELD services if the student is retained. Team members include the ELD teacher, classroom teacher, school administrator, parents, and, if the student is in Special Education, the Special Education teacher or case manager. Middle and high school students should also be invited to the meeting.

5. If parents are unable to attend the meeting, their input about continuation in the ELD program is documented and considered at the meeting. If the parents have not provided their input and do not attend the meeting, school staff should document those facts on the “Parent Consultation Form” in the space for staff member comments. If the “Parent Consultation Form” is used, the original is placed in the student’s CUM file, a copy is sent to the parents.

6. The team decides whether the student should be continued in the program and the ELD teacher completes the Continuation of Services form if the student is to be continued.

7. If continuation is not agreed upon by the team as a whole (parents do not need to agree), the ELD teacher will fill out a “Reclassification” form and “Parent Reclassification Letter”.

8. The ELD teacher notifies the parents by mailing them a copy of the “Continuation of Services” form, which shall again inform them that they have the right to refuse services, or a copy of the parent reclassification letter.

9. Originals of the “Continuation of Services” form or “Reclassification” form and ELD portfolio of evidence which supports it are filed in the student’s cumulative file.

MONITORING PROCEDURE:

Once an ELL student has been identified by a team as meeting the exit criteria from ELL services, the following procedures will be implemented:

1. The student’s exiting information will be entered into the district student information system. This information must include the date the student was found to meet the exit criteria, the name of the assessments used to make the determination, the members of the exit team and a record of the meeting that will include the highlights of the discussion, current classroom progress and the actual scores obtained.

2. Following a student’s exiting from ELL services, the ELL staff at the student’s school will continue to monitor the student’s academic progress for 2 consecutive school years. This monitoring will consist of:
• Mid-quarter and end of the quarter checks of the student’s quarterly grades will be completed to assure continued success in the general educational setting without ELL support and,
• Direct contact with the student at least once annually to determine the student’s level of confidence in their ongoing academic efforts.
• Classroom teachers will report on student performance during the mid-term report made during each grading period.

3. The following Monitoring information must be entered into the Exiting data:
   • The date the student was exited from ELL services
   • The date or dates of the most recent check of quarterly and final semester grades
   • Whether the student was returned to ELL services based upon an identified need for extended ELL services, and
   • The actual date of reenrollment if the student is returned to ELL services

4. If during this monitoring period a student is identified as struggling and potentially needing to be returned to ELL services, the following procedure will be followed;
   • A team that consists of the student’s parent, classroom teacher, the ELL Director, the ELL teacher and others who may have direct information or data that would be relevant to the student’s ability will meet and review all data that may be pertinent to this decision.
   • The team will then make a determination as to whether the student should resume ELL support services.
   • If the student is returned to ELL services the team will create a formal service plan that identifies the justification for returning the student for services including the specific data, what level of services the student needs, and how the services are to be provided. The plan must also include a procedure for determining the effectiveness of the services and establish subsequent exiting criteria.
   • The team will then be responsible for implementing the plan and the evaluation of effectiveness and monitoring growth toward the exiting criteria.

VII Equal Access to All School District Programs

This section of the plan addresses the procedures used to ensure that ELL students receive free, appropriate public education in the least restrictive environment. Each considers the student’s language, cultural background, and need for specialized education. If the child is to be evaluated in a language other than English, bilingual trained staff conducts the evaluation.

ELL students in Jefferson School District have equal access to all programs as well as extracurricular and non-academic activities that are offered in the district, but not limited to: Title I, Special Education, Talented and Gifted, athletics, music, drama, before and after school programs, class trips and clubs. The Administration reinforces this policy during staff in-service and meetings. Parents are made aware of available programs and activities through the parent/student handbook, newsletter, bulletins, phone calls.
and other media provided in both English and Spanish, whenever possible. Translation and interpretation assistance is available to ELL students and families as needed. In addition, administrators, counselors, psychologists, teachers, instructional assistants, secretaries and specialists work to support ELL students in our district.

The process for referral of ESL students to specialized programs begins in the classroom. Teachers typically are the first who notice if a student is either struggling with learning or appears to have talents that are above and beyond those of his/her peers. The teacher modifies the curriculum to meet individual student needs and consults with fellow teachers, the ELD Teacher, TAG coordinator and the special education facilitator. Based on evidence of a student’s performance, if a teacher (or other specialist such as an ELD teacher) believes that a student should be referred for evaluation of special education needs, or talented and gifted services, he/she formally starts the process-based procedure.

**Special Education**

ELL students who demonstrate significant learning difficulties will be referred to special education after going through the SAT pre-referral process. When students are referred to the special education department, home language survey information, ELD status, language proficiency and history of the services/programs that the ELL student has received are included as part of the information in order to make a referral. At the initial Referral Team meeting, the appropriate language for special education evaluation is determined. The initial referral begins with the Student Assistance Team (SAT) meeting that includes the ELD building coordinator or a staff member knowledgeable about the student’s second language needs. Assessments for special education will be administered in the native language of the student when possible. ELLs who qualify for special education receive services in the least restrictive environment. In addition, they are also provided access to all ELD Program Services.

In addition to staff members referring students for special education services, parents may also refer their own child. In the case of newly enrolled students, any history of special education services is thoroughly researched through examination of the cumulative file of that particular student.

Any staff members conducting evaluations are properly certified and endorsed in special education or a related field. Staff members conducting evaluations in Spanish are bilingual. Outside translation services are used when evaluations need to be conducted in languages other than Spanish and English. Once the evaluations are complete and the child is determined to be eligible for services, the Individual Education Plan Team (IEP Team) recommends placement in the least restrictive environment. The placement decision takes into account ELD services and socio-cultural factors. A continuum of placement options is considered for each student, ranging from his/her current class placement with supplementary aids and services to placements outside the school facilities.

After an IEP is developed, the placement decision is made addressing the student’s special needs, including socio-cultural needs, if necessary. The IEP may include a description of how the student receives ELD services. All special education notification to parents of ELL students are translated into the parents’ dominant language.
Notification to parents of ELL students in languages other than English/Spanish occurs through interpretation provided by outside translation services. The Special Education department collaborates with the District’s English Language Development services to provide Professional Development opportunities. The two programs work collaboratively to develop a process to identify the needs in Jefferson School District and to develop a plan to meet the needs of Special Education/ELL students. The current special education Professional Development plan has embedded goals to meet the needs of the ELL/Special Education students.

Title I
The district’s intent is to provide Spanish language translations for all parent communications. It is systematically acquiring Spanish language versions of all standard letters and forms. It intends to produce a bilingual enrollment packet for new students and to translate its parent handbooks into Spanish. A translator is called whenever a non-English speaking parent needs assistance at school; several licensed and classified staff is sufficiently fluent to provide this assistance during registration, conferences, special events and at any time that language is a barrier. Speakers of languages other than English are accommodated in a variety of ways, depending on events and circumstances, to allow full participation in sports, clubs, musical groups and other extra-curricular activities. Translators for speakers of languages other than English or Spanish are sought when needed.

Access to Section 504 modifications: An English Language Learner thought to have an impairment which substantially limits one or more major life activities, but who is not eligible for special education under IDEA, will be referred to the building principal or counselor for evaluation and planning under section 504 of the Rehabilitation Act of 1973.

Access to Talented and Gifted programs: Students showing exceptional talents and academic abilities are referred to the district TAG coordinator for review of relevant information. Middle and high school students identified as TAG students are assisted in selecting challenging classes and have an establish plan in each classroom designed to meet their academically gifted needs. Elementary students identified as talented and/or gifted are given TAG instructional plans written collaboratively by parents, the TAG specialist and the classroom teacher. The plan is used to provide differentiated instruction to the identified child within the regular classroom.
VIII. Parent Involvement in Decision Making

In an on-going effort to increase communication with English Language Learners’ parents, ELD teachers, specialists, instructional assistants, secretaries and other district personnel are making every attempt to translate and interpret school related information. In addition, documents will be saved on district Shared-Drive available to all Jefferson School District staff. District employees have access and can modify these documents according to their needs. This helps parents to access the school system and be involved in their child’s education. Parents of ELLs are informed in writing in English, Spanish and other languages as appropriate, regarding their child's placement in the ELD program.

The notification includes information regarding their child’s initial or annual assessment scores, Oregon State Assessment Scores, placement, description of the services provided and exit criteria. Parents of ELLs receive annually the updated NCLB parent notification to be informed of their children’s English language proficiency progress. This happens within the first 30 days after the beginning of the school year for current and new students or within two weeks, if the student is identified, after the beginning of the school year and is translated into Spanish and other languages as appropriate.

Information regarding various programs in the Jefferson School District is communicated at school and district parent nights. Flyers are translated and distributed to all ELL parents. Notification for all meetings, conferences and special activities are translated in written form and/or interpreted orally. In addition to written notice, each school holds meetings to update families of parental involvement policies, program changes and other school news. Within these meetings there is an emphasis placed on explaining the laws of No Child Left Behind. Some of the district and school meetings that ensure parent involvement during 2009-201 are listed below:

- Kindergarten Round up
- Back to School night
- Parent Nights
- ELL and Migrant Parents Training:
  - How to navigate school systems in the United States
  - Strategies to support your child in finding success in school
  - The discipline process at the schools
  - The importance of education
  - Effective strategies for families and school partnership for student success
  - High school students presentation
  - Discipline strategies for home and school
  - Migrant and ELL students recognition
  - How to support your child with homework
  - ELL and Migrant Parent Advisory Committee
  - Seven Secrets for School Success
  - Gang Awareness and Prevention
  - Safety Awareness Planning
A copy of flyers, sign-in sheets, and handouts are kept centrally at the district office. Evaluation is conducted at the end of all general parent meetings. These documents are also kept at the district office. Every spring at the general parent meeting, a needs assessment is conducted to plan for next year’s topics. The evaluation and recommended topics by parents are reviewed and future meetings are scheduled and planned accordingly.

Jefferson School District collaborates with various community agencies, organizations and institutions of higher education. This effort includes collaboration with, Willamette Educational Service District, Western Oregon University, Corbin University, Chemeketa CC, Linn-Benton CC, Commission on Children and Families, Northwest Regional Educational Laboratory, Mid-Willamette Education Consortium and many more. This collaboration allows us to provide a wide range of interventions to meet the needs of more students. In addition, it empowers parents to be involved in the decision making process.

**Family Access**

“The design of programs for English language learners should be responsive to the needs and strengths of local communities, student populations, and available resources.” Ann Gibb, 1998 Center for Research on Education, Diversity & Excellence (CREDE). Parents are informed and consulted at every significant step during evaluation and placement in any of the above programs. Communications to parents regarding their student’s progress in school, school schedules, school events, extracurricular activities including sports and fine arts programs, parent volunteer opportunities and school meetings is provided in the home language of the family whenever possible, either in writing or verbally or both. School and district newsletters, fliers and announcements are often made available in Spanish. This generic statement in Spanish will be added to all such publications that are not fully translated: Si les gustaría una traducción español de esta información de la escuela, o si tienen preguntas y necesitan las respuestas en español, llamen al/ a la (name), (phone number), por favor.
IX. Program Evaluation, Review and Improvement

A. Each spring the ELL Review team will review instructional programs, proficiency scores and achievement data maintained on the districts LEP data base for ELL students. The purpose of this evaluation is to recommend to the administration research based changes in the program that would further improve our instructional success toward meeting program goals, the district’s own goals for student progress and the program’s Annual Measurable Achievement Objectives.

The district contracted with Gary Hargett, an educational consultant, in 2007 to complete an external evaluation of our program. In his report dated March, 2007, he gave seven recommendations to guide the improvement of our ELL program. The main areas were: embedding SIOP strategies into everyday instruction; supply a greater communication to all teachers around who are our ELL students in class; strategies to gaining insight into student understanding to aid with instructional practices and maintaining student work as evidence of learning. The district will review these recommendations for the next two years during our first meeting of the ELL staff in the fall and during our program review in June. We will plan for implementing the recommendations in the fall and evaluate our progress in the spring.

The scope of the program review will also include:
- adequacy of identification practices to assure that service is provided to all eligible students
- adequacy of available instructional materials for meeting instructional goals and observed student needs and the effectiveness of the student transition
- dismissal of unsuccessful practices with reasons for ineffectiveness
- new researched based practices planned for implementation
- a review of the monitoring process,
- all determined largely by staff input.

The process for program will be as follows:

- Formative program evaluation will occur during meetings of LEP and regular staff, meeting as the ELL Review Team, during which information relating to individual students and overall program successes and needs will be reviewed and "course corrections" planned.

- Summative evaluation will occur during a similar meeting at the end of the academic year instructional staff will participate in an annual review of available data including results of Woodcock-Munoz testing, TESA, student grades, progress reports and other informal assessments of academic and English language proficiency. The results of this review of the district’s success in meeting its Annual Measurable Achievement Objectives will be used to set revised standards and objectives for raising the level of English proficiency which conform to the Oregon English Language Proficiency Standards. Steps which may be taken to modify the program if it is not yielding the expected results or meeting its goals may include, but will not be limited to:
• Close analysis of LEP student data to detect clusters and patterns of substandard academic achievement that could be remediated by changing instructional approaches; planning changes in instructional strategies or materials to raise achievement of LEP students;
• Changes in structure or scheduling of service delivery for LEP students;
• Reviewing best practices literature bearing on apparent program weaknesses;
• Consultation with experts in LEP programming and with other school districts with similar demographics that might have experienced similar challenges.

Results of the annual program evaluation will be presented to the district's administrative team, along with suggestions from each building for program improvement, and will be shared with stakeholders through site councils. Minor modifications in the ELL plan will be implemented in the following school year. If major modifications in the ELL programs are recommended, a meeting of ELL parents and other interested parties may be held. If major modifications are adopted, a project implementation time and responsibility document will be created to guide the implementation effort.

Previous assessments of Jefferson's ELL program have resulted in abandonment of certain practices because they were not found to be effective and the adoption of other practices showing greater promise, based on research and reports of best practices in ELL instruction.

Practices abandoned by the district because they were not effective:
• Random assignment of students to classrooms without regard to teacher training or qualifications to teach ELL students.
• Pull out instruction for 45 minutes for ESOL instruction four times per week, or less.
• The district maintaining a low priority for professional development within the area of ELL instruction.

The instructional practices above have been superseded by the transitional bilingual program in the primary, sheltered immersion in grades 4/5 and by direct ELD instruction in grades 6-12. Staff development in ELL instruction is now a district priority. (See Professional Development Plan)

Analysis of Jefferson School District’s AMAO progress for the past four years:

2005-2006 – Jefferson School District’s AMAO data is inconclusive since several areas were not supported with responses. However, we have testing data that shows we did not meet AMAO 1, met AMAO 2 and met AMAO 3. This gave us an overall rating of meeting AMAO.

2006-2007 – Data for this collection year is inconsistent and not reliable. Our report shows zeros for LEP students and number of students participating and "x's" for the remainder of the measured areas.
2007-2008 – Beginning to track students and gain accurate data for evaluation. 56.4% of the students show gain and JSD students surpass the target mark for AMAO 1. AMAO data shows we are 11 percentage points from meeting the target percentage. Our overall designation is “Not met.”

2008-2009 – Data shows continued efforts to address the needs of our ELL students but is inconsistent. We are unable to reach the target percentage in AMAO 1 and AMAO 2. On the more positive side, we have met our target in AMAO 3, as we have in the previous three years. However, with these results Jefferson School District is in its second year of improvement status.

2009-2010 – Data shows we were 1.2338 percentage points short of reaching our AMAO 1 goal, 45 percentage points away from our AMAO 2 goal and meets designation for AMAO 3. This gives us an overall rating of “Not met.”

The inconsistency of the results reported in the AMAO data suggest to me that we are not completing the process of reporting our students, tracking their progress and taking the ELPA test. We arranged for training from specialist from neighboring districts, reviewed our student data collection and input process, reviewed the procedures for completing the ELPA and began to evaluate our programs at each of the buildings. We found a number of incomplete or inconsistent procedures or practices that could be accounted to lack of training and a weakly articulated K – 12 ELL Program. We have taken care of much of the ground level work to build a complete K – 12 ELL Program but continue to work at improving our practices and understanding for our ELL Plan across the district.

Data reviewed by multiple stakeholders to prepare this evaluation includes the following:

- Multiple years of Statewide assessment scores (OAKS English language arts and math, writing and ELPA)
- AMAO and AYP data
- Language proficiency data including ELPA and Woodcock Muñoz
- Student attendance
- Student grade point averages and grades in core content classes
- Transcripts of all JHS 2009 Seniors and course enrollment by demographic group
- Parent survey data and information collected informally at parent meetings
- Teacher survey data and teacher feedback both formal and informal
- Student interview information and survey data
- Curriculum and assessment reviews
- External evaluator reports (Gary Hargett, 2007)
- Teacher evaluations from staff development
- Classroom observation data
- Staffing ratios and highly qualified data
- Data collection and integrity: including accuracy and quality
- Best practices, evidence based practices and scientifically based research
Appendix
2009-2011
Title III – ELL Plan
Dear Parent or Legal Guardian of ________________________________:

Your child, ____________________, enrolled in our school on ____________________ and has been identified as needing English language learner (ELL) services. Our school uses the Woodcock-Muñoz Language Survey to qualify students for the ELL program. Fully English proficient students receive a Broad English Ability score of at least 4. Your child’s English language proficiency test scores indicate that your child is not yet fluent in English.

**Your Child’s English Test Results on the Woodcock-Muñoz Language Survey**

<table>
<thead>
<tr>
<th>Areas Tested</th>
<th>Student’s Score</th>
<th>English Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broad English Ability</td>
<td></td>
<td></td>
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<tr>
<td>Oral Language Ability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading-Writing Ability</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This school year your child is enrolled in the programs checked below:

- _____ English Language Development Class
- _____ Sheltered Content Classes

A description of these programs is attached. These programs will help your child learn English and the subjects required for grade promotion. We believe that this placement is the best option to meet your child’s instructional needs and promote academic success in school.

To accept the placement, you do not have to take any action. We will automatically enroll your student in these programs and re-evaluate his/her English proficiency level this spring to monitor his/her progress toward fluency.

If you wish to decline this placement, you may withdraw your child immediately from ELL programs by signing a Withdrawal/Denial of Enrollment form. Your child will then be placed exclusively in the general instruction program designed for students who are fluent in English.

We invite you to visit the school and meet with the staff to learn more about this program. If you have questions, please call the school at ________________ or Richard Gillson, our District ELL Family Liaison, at 327-3337 ex 217.

Sincerely,

____________________

English Language Development Teacher
Description of District English Language Learner Programs

The goal of the school district’s English language learner programs is to help your child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation. It is anticipated that your child will continue in an English language learner program for up to five years or until she/he is able to successfully transition to an instructional program that is not tailored for limited English proficient students.

In addition to the programs listed below, English language learners are eligible to participate in all other district programs.

District ELL Programs

**English Language Development Class** – Students receive instruction that is specifically focused on developing a student’s speaking, listening, reading, and writing skills in English. Students are grouped by English proficiency level for one class period (grades 6-12) or as small pull-out groups (grades K-5). Instruction is delivered in English.

**Sheltered Content Classes** – Students receive specially designed academic instruction in the core subject areas of science, social studies, language arts, mathematics, and/or health. The goal of these classes is to make grade-level content standards and concepts more accessible to English language learners while they continue to improve their English language proficiency. Instruction is delivered in English.
Estimado Padre o Tutor de ________________________________________________:

Su hijo(a) ____________________ ha sido inscrito en nuestra escuela el ___________________ y se ha decidido que necesita servicios de aprendizaje del inglés (ELL siglas en inglés). Nuestra escuela usa el examen Woodcock-Muñoz para decidir si los estudiantes son elegibles para este programa. Los estudiantes que son totalmente proficientes en inglés sacan un puntaje de por lo menos 4.0. Los archivos de su hijo(a) de los exámenes de dominio del idioma inglés indican que el/ella todavía no domina el inglés.

**Resultados de su hijo/a en el examen de lenguaje Woodcock-Muñoz**

<table>
<thead>
<tr>
<th>Áreas de evaluación</th>
<th>Puntaje del estudiante</th>
<th>Nivel de inglés</th>
</tr>
</thead>
<tbody>
<tr>
<td>Habilidad general del inglés</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Habilidad del lenguaje oral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Habilidad en lectura-escritura</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Este año escolar su hijo(a) esta inscrito(a) en los programas marcados abajo:

___ Clase de desarrollo del idioma inglés
___ Enseñanza de lectura en español (grados K-1)
___ Clases de contenido adaptado

Adjunta encontrara una explicación detallada de estos programas. Estos programas ayudaran a su hijo(a) aprender inglés y las materias que necesita para pasar de grado. Nosotros creemos que esta colocación es la mejor opción para satisfacer las necesidades académicas de su hijo(a) y promover su éxito escolar.

Si acepta el programa, usted no tiene que hacer nada. Nosotros automáticamente matriculamos a su hijo(a) en estos programas y reevaluamos el nivel de dominio de el/ella en la primavera para observar el progreso hacia la fluidez.

Si usted desea rechazar estos servicios, puede retirar su hijo(a) inmediatamente de los programas de ELL al firmar un formulario de retiro/denegación de servicios. Entonces su hijo(a) será puesto(a) solamente en programas de enseñanza general para los alumnos quienes dominan el inglés.

Le invitamos a que visite la escuela y conozca al personal para que aprenda más sobre este programa. Si tiene algunas preguntas, por favor llame a Richard Gillson, nuestro ELL Enlace de familias del distrito al 327-3337 ex 217.

Sinceramente,
Explicación de los programas para el aprendizaje del inglés

La meta de los programas para el aprendizaje del idioma inglés del distrito escolar es ayudar a su hijo(a) aprender inglés y a cumplir con el rendimiento académico estándar según su edad para que pueda pasar de año y graduarse. Se anticipa que su hijo(a) continué con los programas para los estudiantes del idioma inglés hasta por cinco años o hasta que exitosamente pueda transferirse a un programa instruccional que no esté adaptado para estudiantes con inglés limitado.

Aparte de los programas ya descritos, los estudiantes del inglés pueden ser elegibles para participar en todos o algunos de los siguientes programas del distrito.

Programas ELL del distrito:

**Clase de desarrollo del idioma inglés** - Los estudiantes reciben enseñanza que específicamente se enfoca en desarrollar sus habilidades de hablar, escuchar, leer, y escribir. Los alumnos son agrupados por nivel de dominio del inglés durante un periodo de clase (grados 6-12) o en grupos pequeños (grados K-5). La enseñanza es dada en inglés.

**Enseñanza de lectura en español (K-1)** – Los alumnos adquieren habilidades básicas de alfabetización preliminar y alfabetización (lectura y escritura) en español. Mas vocabulario que tenga el alumno en español le ayudara a facilitar el proceso de aprender a leer y escribir en español, y desarrollar esas habilidades en español le ayudara al alumno en aprender a leer y escribir en inglés. Se ofrece al alumno enseñanza de alfabetización en español además de la enseñanza de alfabetización en inglés. La enseñanza es facilitada en español.

**Clases de contenido adaptada** – Los alumnos reciben enseñanza académica específicamente diseñada para materias esenciales como ciencias, estudios sociales, artes de idiomas, matemáticas, y/o la salud. La meta de estas clases es hacer el contenido estándar de las clases generales y sus conceptos más accesibles a los estudiantes del aprendizaje del inglés mientras ellos continúan mejorando el dominio del idioma inglés. La enseñanza es facilitada en inglés.
FILL OUT ONLY IF STUDENT IS NEW TO JEFFERSON PUBLIC SCHOOLS
LLENAR SOLO SI EL ESTUDIANTE ES NUEVO EN LAS ESCUELAS PUBLICAS DE JEFFERSON

Home Language Identification
Identificación de Idioma(s) Hablado(s) en el Hogar

School: Escuela:

Student Name: __________________________ Birth date: ________ Grade: ___ Date: _______________
Nombre del alumno(a) Fecha de nacimiento Grado Fecha

1. What language did your child first speak? □ English □ Spanish □ Other ______
   ¿Que idioma hablo primero su hijo/a? Ingles Español otro

2. What language is most often used by adults in your family? □ English □ Spanish □ Other ______
   ¿Que idioma es el que más hablan los adultos en su familia? Ingles Español otro

3. What language does your child use to communicate with the adults at home? □ English □ Spanish □ Other ______
   ¿Que idioma usa su hijo/a para comunicarse con los adultos en el hogar? Ingles Español otro

4. What language does the student use to communicate with friends? □ English □ Spanish □ Other ______
   ¿Que idioma usa su hijo/a para comunicarse con sus amigos? Ingles Español otro

5. As a parent/guardian, in which language would you prefer to communicate with the school? □ English □ Spanish □ Other ______
   ¿Como padre/tutor, en que idioma preferiría comunicarse con el personal de la escuela? Ingles Español otro

6. Has the student participated in the following program? □ English Language Learner
   ¿Ha participado el alumno(a) en alguno de los siguientes programa? Programa para el aprendizaje del Ingles

During the past three years, has the family or any member moved to seek/obtain seasonal or temporary work in the agriculture, forestry, commercial fishing or related fields? □ Yes □ No
¿Durante los Últimos tres años, se han mudado Uds. O algún miembro de su familia con el propósito de buscar u Obtener trabajo estacional o temporal en la agricultura, los bosques, la pesca comercial o algo en esos campos □ Si □ No

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Home Language Identification

Identificación de Idioma(s) Hablado(s) en el Hogar

Student Name: __________________________ Birth date: _______ Grade: ___ Date: __________

1. What language did your child first speak?  ¿Qué idioma hablo primero su hijo/a?
   - English  ☐
   - Spanish  ☐
   - Other  ☐

2. What language is most often used by adults in your family?  ¿Qué idioma es el que más hablan los adultos en su familia?
   - English  ☐
   - Spanish  ☐
   - Other  ☐

3. What language does your child use to communicate with the adults at home?  ¿Qué idioma usa su hijo/a para comunicarse con los adultos en el hogar?
   - English  ☐
   - Spanish  ☐
   - Other  ☐

4. What language does the student use to communicate with friends?  ¿Qué idioma usa su hijo/a para comunicarse con sus amigos?
   - English  ☐
   - Spanish  ☐
   - Other  ☐

5. As a parent/guardian, in which language would you prefer to communicate with the school?  ¿Como padre/tutor, en que idioma preferiría comunicarse con el personal de la escuela?
   - English  ☐
   - Spanish  ☐
   - Other  ☐

6. Has the student participated in the following program?  ¿Ha participado el alumno(a) en alguno de los siguientes programa?
   - English Language Learner  ☐

During the past three years, has the family or any member moved to seek/obtain seasonal or temporary work in the agriculture, forestry, commercial fishing or related fields?  Yes  ☐ No  ☐

¿Durante los Últimos tres años, se han mudado Uds. O algún miembro de su familia con el propósito de buscar u obtener trabajo estacional o temporal en la agricultura, los bosques, la pesca comercial o algo en esos campos?  Si  ☐ No  ☐
Dear Parent or Legal Guardian:

Each spring, English language learners take Oregon’s English Language Proficiency Assessment. Students are normally exited from ELL programs when they have a Composite Performance Level of Advanced. Your child’s scores indicate that he/she is not yet fluent in English. Your child has been identified as continuing to need English language learner (ELL) services.

Your Child’s English Test Results on the English Language Proficiency Assessment

<table>
<thead>
<tr>
<th>Areas Tested</th>
<th>Scaled Score</th>
<th>Performance Level Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composite Performance Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Level</td>
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<tr>
<td>Writing Level</td>
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<tr>
<td>Listening Level</td>
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<tr>
<td>Speaking Level</td>
<td></td>
<td></td>
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<tr>
<td>Comprehension Level</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This school year your child is enrolled in an English Language Development Class. In addition, your child may receive Sheltered Content Classes if attending a secondary school.

A description of these programs is attached. These programs will help your child learn English and the subjects required for grade promotion. We believe that this placement is the best option to meet your child’s instructional needs and promote academic success in school.

To accept the placement, you do not have to take any action. We will automatically enroll your student in these programs and re-evaluate his/her English proficiency level this spring to monitor his/her progress toward fluency.

If you wish to decline this placement, you may withdraw your child immediately from ELL programs by signing a Withdrawal/Denial of Enrollment form. Your child will then be placed exclusively in the general instruction program designed for students who are fluent in English.

We invite you to visit the school and meet with the staff to learn more about this program. If you have questions, please call Richard Gillson, our District ELL Family Liaison, at 327-3337 ex 217.

Sincerely,
English Language Learner Programs

(541)327-3337

Description of District English Language Learner Programs

The goals of the school district’s English language learner programs are to help your child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation. It is anticipated that your child will continue in an English language learner program for up to five years or until she/he is able to successfully transition to an instructional program that is not tailored for limited English proficient students.

In addition to the programs listed below, English language learners are eligible to participate in all other district programs.

District ELL Programs

**English Language Development Class** – Students receive instruction that is specifically focused on developing a student’s speaking, listening, reading, and writing skills in English. Students are grouped by English proficiency level for one class period (grades 6-12) or as small pull-out groups (grades K-5). Instruction is delivered in English.

**Sheltered Content Classes** – Students receive specially designed academic instruction in the core subject areas of science, social studies, language arts, mathematics, and/or health. The goal of these classes is to make grade-level content standards and concepts more accessible to English language learners while they continue to improve their English language proficiency. Instruction is delivered in English.

Our district is currently offering a bilingual program at South Shore Elementary School. If you are interested in this program, please contact Leah Hinkle, ELL School Support Specialist, or Richard Gillson, our District ELL Family Liaison, at 327-3337 ex 217.
Estimado Padre/Tutor:

Cada primavera, los estudiantes del idioma inglés toman la prueba del Estado de Oregón para la competencia en inglés (ELPA). Los estudiantes son normalmente graduados del programa de Estudiante del Idioma Inglés (ELL) cuando ellos tienen Nivel Avanzado de Desempeño. El resultado de su niño/a indica que el/ella no tiene la fluidez en inglés todavía. Su niño/a ha sido identificado para continuar recibiendo los servicios del programa de Estudiante del Idioma Inglés (ELL).

**El Resultado de la prueba de su niño/a en el Nivel de Competencia en Idioma Inglés**

<table>
<thead>
<tr>
<th>Áreas examinadas</th>
<th>Rango de calificación</th>
<th>Descriptor de competencia en inglés</th>
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<tbody>
<tr>
<td>Competencia en el idioma inglés</td>
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<tr>
<td>Leer en inglés</td>
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<td>Hablar en inglés</td>
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<tr>
<td>Comprensión en inglés</td>
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</tbody>
</table>

Este año escolar su niño/a será inscrito en una Clase de Desarrollo del Idioma Inglés. Además, su niño/a será inscrito en unas Clases de Contenido Adaptado si esta en una escuela secundaria.

Una descripción de estos programas está incluida. Estos programas ayudaran a su niño/a a aprender Ingles y las clases requeridas para su graduación. Nosotros creemos que esta reubicación es la mejor opción para lograr promover la mejor instrucción académica para que su niño/a alcance el éxito en la escuela.

Para aceptar esta reubicación usted, no tiene que tomar ninguna acción. Nosotros registraremos a tu estudiante automáticamente en estos programas y revaluaremos su nivel de conocimiento en inglés esta primavera y les informaremos de su progreso para alcanzar la fluidez.

Si usted desea renunciar a esta reubicación, deberá retirar a su niño/a inmediatamente del programa de ELL, firmando su decisión de Renuncia al Programa en el formulario correspondiente. Su niño/a será ubicado en el programa general de instrucción designado para los estudiantes quienes tienen la fluidez en inglés.

Lo invitamos a visitar la escuela, conocer a nuestro personal y aprender más acerca de este programa. Si tiene preguntas por favor llame a Richard Gillson, nuestro Enlace de Familia ELL del Distrito al 327-3337 ex 217.

Atentamente,

Maestro de Desarrollo del Idioma Inglés
Descripción de los Programas para el Aprendizaje del Idioma Inglés del Distrito

La meta de los programas para el aprendizaje del idioma inglés del distrito escolar es ayudar a su hijo(a) aprender inglés y a cumplir con el rendimiento académico estándar según su edad para que pueda pasar de año y graduarse. Se anticipa que su hijo(a) continué con los programas para los estudiantes del idioma inglés hasta por cinco años o hasta que exitosamente pueda transferirse a un programa de instrucción que no este adaptado para estudiantes con inglés limitado.

Aparte de los programas ya descritos, los estudiantes del inglés pueden ser elegibles para participar en todos o algunos de los siguientes programas del distrito.

Programas ELL del Distrito:

**Clase de Desarrollo del Idioma Inglés** - Los estudiantes reciben enseñanza que específicamente se enfoca en desarrollar sus habilidades de hablar, escuchar, leer, y escribir. Los alumnos son agrupados por nivel de dominio del inglés durante un periodo de clase (grados 6-12) o en grupos pequeños (grados K-5). La enseñanza es dada en inglés.

**Clases de Contenido Adaptado** – Los alumnos reciben enseñanza académica específicamente diseñada para materias esenciales como ciencias, estudios sociales, artes de idiomas, matemáticas, y/o la salud. La meta de estas clases es hacer el contenido estándar de las clases generales y sus conceptos más accesibles a los estudiantes del aprendizaje del inglés mientras ellos continúan mejorando el dominio del idioma inglés. La enseñanza es facilitada en inglés.

Nuestro distrito ofrece un programa bilingüe en La Escuela Primaria de South Shore. Si usted esta interesado en este programa, por favor contactarse a Richard Gillson, nuestro Enlace de Familia ELL del Distrito al 327-3337 ex 217.
Estimado Padre/Tutor:

Cada primavera, los estudiantes del idioma inglés toman la prueba del Estado de Oregón para la competencia en inglés (ELPA). Los estudiantes son normalmente graduados del programa de Estudiante del Idioma Inglés (ELL) cuando ellos tienen Nivel Avanzado de Desempeño. El resultado de su niño/a indica que el/ella no tiene la fluidez en inglés todavía. Su niño/a ha sido identificado para continuar recibiendo los servicios del programa de Estudiante del Idioma Inglés (ELL).

**El Resultado de la prueba de su niño/a en el Nivel de Competencia en Idioma Inglés**

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<th>Áreas examinadas</th>
<th>Rango de calificación</th>
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<tr>
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</tr>
</tbody>
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Este año escolar su niño/a será inscrito en una Clase de Desarrollo del Idioma Inglés. Además, su niño/a será inscrito en unas Clases de Contenido Adaptado si esta en una escuela secundaria.

Una descripción de estos programas está incluida. Estos programas ayudaran a su niño/a a aprender Ingles y las clases requeridas para su graduación. Nosotros creemos que esta reubicación es la mejor opción para lograr promover la mejor instrucción académica para que su niño/a alcance el éxito en la escuela.

Para aceptar esta reubicación usted, no tiene que tomar ninguna acción. Nosotros registraremos a tu estudiante automáticamente en estos programas y revaluaremos su nivel de conocimiento en inglés esta primavera y les informaremos de su progreso para alcanzar la fluidez.

Si usted desea renunciar a esta reubicación, deberá retirar a su niño/a inmediatamente del programa de ELL, firmando su decisión de Renuncia al Programa en el formulario correspondiente. Su niño/a será ubicado en el programa general de instrucción designado para los estudiantes quienes tienen la fluidez en inglés.

Lo invitamos a visitar la escuela, conocer a nuestro personal y aprender más acerca de este programa. Si tiene preguntas por favor llame a Richard Gillson, nuestro Enlace de Familia ELL del Distrito al 327-3337 ex 217.

Atentamente,

Maestro de Desarrollo del Idioma Inglés
Descripción de los Programas para el Aprendizaje del Idioma Inglés del Distrito

La meta de los programas para el aprendizaje del idioma inglés del distrito escolar es ayudar a su hijo(a) aprender inglés y a cumplir con el rendimiento académico estándar según su edad para que pueda pasar de año y graduarse. Se anticipa que su hijo(a) continué con los programas para los estudiantes del idioma inglés hasta por cinco años o hasta que exitosamente pueda transferirse a un programa de instrucción que no este adaptado para estudiantes con inglés limitado.

Aparte de los programas ya descritos, los estudiantes del inglés pueden ser elegibles para participar en todos o algunos de los siguientes programas del distrito.

Programas ELL del Distrito:

**Clase de Desarrollo del Idioma Inglés** - Los estudiantes reciben enseñanza que específicamente se enfoca en desarrollar sus habilidades de hablar, escuchar, leer, y escribir. Los alumnos son agrupados por nivel de dominio del inglés durante un periodo de clase (grados 6-12) o en grupos pequeños (grados K-5). La enseñanza es dada en inglés.

**Clases de Contenido Adaptado** – Los alumnos reciben enseñanza académica específicamente diseñada para materias esenciales como ciencias, estudios sociales, artes de idiomas, matemáticas, y/o la salud. La meta de estas clases es hacer el contenido estándar de las clases generales y sus conceptos más accesibles a los estudiantes del aprendizaje del inglés mientras ellos continúan mejorando el dominio del idioma inglés. La enseñanza es facilitada en inglés.

Nuestro distrito ofrece un programa bilingüe en La Escuela Primaria de South Shore. Si usted esta interesado en este programa, por favor contactarse a Richard Gillson, nuestro Enlace de Familia ELL del Distrito al 327-3337 ex 217.
Estimado Padre/Tutor:

Cada primavera, los estudiantes del idioma inglés toman la prueba del Estado de Oregón para la competencia en inglés (ELPA). Los estudiantes son normalmente graduados del programa de Estudiante del Idioma Inglés (ELL) cuando ellos tienen Nivel Avanzado de Desempeño. El resultado de su niño/a indica que el/ella no tiene la fluidez en inglés todavía. Su niño/a ha sido identificado para continuar recibiendo los servicios del programa de Estudiante del Idioma Inglés (ELL).

_El Resultado de la prueba de su niño/a en el Nivel de Competencia en Idioma Inglés_

<table>
<thead>
<tr>
<th>Áreas examinadas</th>
<th>Rango de calificación</th>
<th>Descriptor de competencia en inglés</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competencia en el idioma inglés</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leer en inglés</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Escritura en inglés</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Escuchar en inglés</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hablar en inglés</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprensión en inglés</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Este año escolar su niño/a será inscrito en una Clase de Desarrollo del Idioma Inglés. Además, su niño/a será inscrito en unas Clases de Contenido Adaptado si esta en una escuela secundaria.

Una descripción de estos programas está incluida. Estos programas ayudaran a su niño/a a aprender Ingles y las clases requeridas para su graduación. Nosotros creemos que esta reubicación es la mejor opción para lograr promover la mejor instrucción académica para que su niño/a alcance el éxito en la escuela.

Para aceptar esta reubicación usted, no tiene que tomar ninguna acción. Nosotros registraremos a tu estudiante automáticamente en estos programas y revaluaremos su nivel de conocimiento en inglés esta primavera y les informaremos de su progreso para alcanzar la fluidez.

Si usted desea renunciar a esta reubicación, deberá retirar a su niño/a inmediatamente del programa de ELL, firmando su decisión de Renuncia al Programa en el formulario correspondiente. Su niño/a será ubicado en el programa general de instrucción designado para los estudiantes quienes tienen la fluidez en inglés.

Lo invitamos a visitar la escuela, conocer a nuestro personal y aprender más acerca de este programa. Si tiene preguntas por favor llamar a Richard Gillson, nuestro Enlace de Familia ELL del Distrito al 327-3337 ex 217.

Atentamente,

Maestro de Desarrollo del Idioma Inglés
Descripción de los Programas para el Aprendizaje del Idioma Inglés del Distrito

La meta de los programas para el aprendizaje del idioma inglés del distrito escolar es ayudar a su hijo(a) aprender inglés y a cumplir con el rendimiento académico estándar según su edad para que pueda pasar de año y graduarse. Se anticipa que su hijo(a) continué con los programas para los estudiantes del idioma inglés hasta por cinco años o hasta que exitosamente pueda transferirse a un programa de instrucción que no este adaptado para estudiantes con inglés limitado.

Aparte de los programas ya descritos, los estudiantes del inglés pueden ser elegibles para participar en todos o algunos de los siguientes programas del distrito.

Programas ELL del Distrito:

**Clase de Desarrollo del Idioma Inglés** - Los estudiantes reciben enseñanza que específicamente se enfoca en desarrollar sus habilidades de hablar, escuchar, leer, y escribir. Los alumnos son agrupados por nivel de dominio del inglés durante un periodo de clase (grados 6-12) o en grupos pequeños (grados K-5). La enseñanza es dada en inglés.

**Clases de Contenido Adaptado** – Los alumnos reciben enseñanza académica específicamente diseñada para materias esenciales como ciencias, estudios sociales, artes de idiomas, matemáticas, y/o la salud. La meta de estas clases es hacer el contenido estándar de las clases generales y sus conceptos más accesibles a los estudiantes del aprendizaje del inglés mientras ellos continúan mejorando el dominio del idioma inglés. La enseñanza es facilitada en inglés.

Nuestro distrito ofrece un programa bilingüe en La Escuela Primaria de South Shore. Si usted esta interesado en este programa, Richard Gillson, nuestro Enlace de Familia del Distrito, al 327-3337 ex 217.
Dear Parent or Legal Guardian:

Each spring, English language learners take Oregon’s English Language Proficiency Assessment. Students are normally exited from ELL programs when they have a Composite Performance Level of Advanced. Your child’s scores indicate that he/she is not yet fluent in English. Your child has been identified as continuing to need English language learner (ELL) services.

Your Child’s English Test Results on the English Language Proficiency Assessment

<table>
<thead>
<tr>
<th>Areas Tested</th>
<th>Scaled Score</th>
<th>Performance Level Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composite Performance Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension Level</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This school year your child is enrolled in an English Language Development Class. In addition, your child may receive Sheltered Content Classes if attending a secondary school.

A description of these programs is attached. These programs will help your child learn English and the subjects required for grade promotion. We believe that this placement is the best option to meet your child’s instructional needs and promote academic success in school.

To accept the placement, you do not have to take any action. We will automatically enroll your student in these programs and re-evaluate his/her English proficiency level this spring to monitor his/her progress toward fluency.

If you wish to decline this placement, you may withdraw your child immediately from ELL programs by signing a Withdrawal/Denial of Enrollment form. Your child will then be placed exclusively in the general instruction program designed for students who are fluent in English.

We invite you to visit the school and meet with the staff to learn more about this program. If you have questions, please call Richard Gillson, our District ELL Family Liaison, at 327-3337 ex 217.

Sincerely,

English Language Development Teacher
Description of District English Language Learner Programs

The goals of the school district’s English language learner programs are to help your child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation. It is anticipated that your child will continue in an English language learner program for up to five years or until she/he is able to successfully transition to an instructional program that is not tailored for limited English proficient students.

In addition to the programs listed below, English language learners are eligible to participate in all other district programs.

District ELL Programs

**English Language Development Class** – Students receive instruction that is specifically focused on developing a student’s speaking, listening, reading, and writing skills in English. Students are grouped by English proficiency level for one class period (grades 6-12) or as small pull-out groups (grades K-5). Instruction is delivered in English.

**Sheltered Content Classes** – Students receive specially designed academic instruction in the core subject areas of science, social studies, language arts, mathematics, and/or health. The goal of these classes is to make grade-level content standards and concepts more accessible to English language learners while they continue to improve their English language proficiency. Instruction is delivered in English.

In the past, we have offered a Spanish literacy program to kindergarten and first grade students. Unfortunately, we are unable to continue this program due to issues with teacher certification and scheduling. Our district is currently investigating the possibility of starting a bilingual program. If you are interested in being part of this discussion, please contact Richard Gillson, our District ELL Family Liaison, at 327-3337 ex 217.
Estimados Padres o Tutores de______________________________________________________:

Su hijo(a), __________________________________ ha sido identificado(a) para que continué recibiendo servicios de enseñanza de aprendizaje del inglés (ELL siglas en inglés). Cada primavera, los alumnos del Programa de aprendizaje del inglés toman la Evaluación de dominio del inglés de Oregon. Los alumnos regularmente son retirados de los programas de ELL cuando ellos/ellas obtienen puntajes de nivel Avanzado. Los puntajes de su hijo(a) indican que el/ella todavía no domina el inglés.

Los resultados de su hijo(a) del examen de inglés de la evaluación de dominio del idioma inglés

<table>
<thead>
<tr>
<th>Áreas de evaluación</th>
<th>Escala de puntaje</th>
<th>Nivel de realización</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nivel de realización compuesta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nivel de lectura</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nivel de escritura</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nivel de escuchar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nivel en lenguaje oral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nivel de comprensión</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Este año escolar su hijo(a) esta inscrito(a) en los programas marcados abajo:

____ Clase de desarrollo del idioma inglés
____ Enseñanza de lectura en español (grados K-1)
____ Clases de contenido adaptado

Adjunta encontra una explicación detallada de estos programas. Estos programas ayudaran a su hijo(a) aprender inglés y las materias necesarias para pasar de grado. Nosotros creemos que esta colocación es la mejor opción para satisfacer las necesidades académicas de su hijo(a) y promover su éxito escolar.

Si acepta el programa, usted no tiene que hacer nada. Nosotros automáticamente inscribimos a su hijo(a) en estos programas y reevaluamos el nivel de dominio de el/ella en la primavera para observar el progreso hacia la fluidez.

Si usted desea rechazar estos servicios, puede retirar su hijo(a) inmediatamente de los programas de ELL al firmar un formulario de retiro/denegación de servicios. Entonces su hijo(a) será puesto(a) solamente en programas de enseñanza general para los alumnos que dominan el inglés.

Le invitamos a que visite la escuela y conozca al personal para que aprenda más sobre este programa. Si tiene algunas preguntas, por favor llame a nuestro ELL Enlace de familias del distrito al 327-3337 ex 217.

Sinceramente,

____________________________________
Maestro(a) de desarrollo del idioma inglés
Explicación de los programas para el aprendizaje del inglés

La meta de los programas para el aprendizaje del idioma inglés del distrito escolar es ayudar a su hijo(a) aprender inglés y a cumplir con el rendimiento académico estándar según su edad para que pueda pasar de año y graduarse. Se anticipa que su hijo(a) continué con los programas para los estudiantes del idioma inglés hasta por cinco años o hasta que exitosamente pueda transferirse a un programa instruccional que no este adaptado para estudiantes con inglés limitado.

Aparte de los programas ya descritos, los estudiantes del inglés pueden ser elegibles para participar en todos o algunos de los siguientes programas del distrito.

Programas ELL del distrito:

Clase de desarrollo del idioma inglés - Los estudiantes reciben enseñanza que específicamente se enfoca en desarrollar sus habilidades de hablar, escuchar, leer, y escribir. Los alumnos son agrupados por nivel de dominio del inglés durante un periodo de clase (grados 6-12) o en grupos pequeños (grados K-5). La enseñanza es dada en inglés.

Enseñanza de lectura en español (K-1) – Los alumnos adquieren habilidades básicas de alfabetización preliminar y alfabetización (lectura y escritura) en español. Mas vocabulario que tenga el alumno en español le ayudara a facilitar el proceso de aprender a leer y escribir en español, y desarrollar esas habilidades en español le ayudara al alumno en aprender a leer y escribir en inglés. Se ofrece al alumno enseñanza de alfabetización en español además de la enseñanza de alfabetización en inglés. La enseñanza es facilitada en español.

Clases de contenido adaptada – Los alumnos reciben enseñanza académica específicamente diseñada para materias esenciales como ciencias, estudios sociales, artes de idiomas, matemáticas, y/o la salud. La meta de estas clases es hacer el contenido estándar de las clases generales y sus conceptos más accesibles a los estudiantes del aprendizaje del inglés mientras ellos continúan mejorando el dominio del idioma inglés. La enseñanza es facilitada en inglés.
# Jefferson School District 14J

1328 N. 2nd     Jefferson, OR 97352
541-327-3337     FAX 541-327-2960

**English Language Learner Programs**

**ELL Reclassification Checklist – Retention & Exiting**

| Student ___________________________________________ | No. of Years in ELL Program ______________ |
| School ____________________________________________ | Grade ____________________ |
| ELD Teacher ______________________________________ | Today’s Date ___________________________ |

## SECTION I. Most Recent ELPA Results

<table>
<thead>
<tr>
<th>Test Date</th>
<th>Composite Score</th>
</tr>
</thead>
</table>

**ELPA Results from Previous School Years**

<table>
<thead>
<tr>
<th>School Year</th>
<th>Composite Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Year</td>
<td>Composite Score</td>
</tr>
<tr>
<td>School Year</td>
<td>Composite Score</td>
</tr>
</tbody>
</table>

If the student received a composite score of 5/Advanced, is there any known objection to exiting this student from ELL services?

- [ ] No. The student will be exited at the end of the school year.
- [ ] Yes. Please complete to Section II.

If the student received a composite score of 4/Early Advanced, is there any known objection to retaining this student in ELL services?

- [ ] No. The student will continue to receive ELL services.
- [ ] Yes. Please complete to Section II.

## SECTION II. Additional Evidence for Retaining or Exiting Students from ELL Services

### A. Other Assessment Information. Please attach the following:

- [ ] Teacher Survey with SOLOM – filled out jointly by the ELD teacher and a classroom/core content teacher
- [ ] Writing Sample(s) – without peer or teacher editing
- [ ] Anecdotal Records – emphasizing what the student can do (optional)

### B. Intervention Strategies in which the Student Participated. Check all that apply.

- [ ] District Summer School
- [ ] Migrant Summer School
- [ ] Homework Club/Structured Study Hall
- [ ] Other _________________________________________________________________________________

### C. Narrative with the Reasons for Promoting /Retaining the Student

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

### D. Team Meeting

Date Parent Notified in Writing of Meeting ______________ Date of Actual Meeting ______________

### E. Team Recommendation

- [ ] Exit from ELL Services.
- [ ] Retain in ELL Program. **Intervention Strategies Recommended for the Next Semester/Trimester:** _________________________________________________________________________________

### F. Team Member Signatures

- [ ] Agree  [ ] Disagree* Parent________________________________________
- [ ] Agree  [ ] Disagree Student (optional)______________________________
- [ ] Agree  [ ] Disagree ELD Teacher______________________________
- [ ] Agree  [ ] Disagree Administrator______________________________
- [ ] Agree  [ ] Disagree Classroom/Core Content Teacher______________________________
- [ ] Agree  [ ] Disagree Interpreter__________________________________

---

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Listas de Control de reclasificación de ELL – Retención & Graduación

<table>
<thead>
<tr>
<th>Estudiante</th>
<th>N° de años en el programa de ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Escuela</td>
<td>Grado</td>
</tr>
<tr>
<td>Maestro ELD</td>
<td>Fecha de hoy</td>
</tr>
</tbody>
</table>

**SECCIÓN I. Más Reciente Resultado ELPA**

<table>
<thead>
<tr>
<th>Fecha de la Prueba</th>
<th>Resultado Compuesto</th>
</tr>
</thead>
</table>

**Resultados ELPA de los Años Anteriores**

<table>
<thead>
<tr>
<th>Año Escolar</th>
<th>Resultado Compuesto</th>
</tr>
</thead>
</table>

¿Si el estudiante ha recibido un resultado compuesto de 5/avanzado, hay alguna objeción conocida para la graduación de este estudiante de los servicios de ELL?
- [ ] No. El estudiante estará graduándose al final del año escolar.
- [ ] Sí. Por favor complete la Sección II.

¿Si el estudiante ha recibido un resultado compuesto de 4/avanzado temprano, hay alguna objeción para la graduación de este estudiante de los servicios de ELL?
- [ ] No. El estudiante continuará recibiendo los servicios de ELL.
- [ ] Sí. Por favor complete la Sección II.

**SECCIÓN II. Evidencia adicional para la Retención o la Graduación de los estudiantes de los Servicios de ELL**

**G. Otra Información de la Evaluación. Por favor adjunte lo siguiente:**
- [ ] Encuesta del Maestro con SOLOM – llenado por el maestro de ELD y el maestro de aula/de contenido
- [ ] Ejemplo/s de trabajo/s escrito/s – sin la intervención de algún compañero o maestro
- [ ] Archivos Anecdóticos – enfatizando lo que el estudiante puede hacer (opcional)

**H. Estrategias de Intervención en las cuales ha Participado el estudiante. Marque todas las que apliquen.**
- [ ] Escuela de Verano del Distrito
- [ ] Escuela de Verano Migrante
- [ ] Club de Tareas/Sala de Estudio Estructurado
- [ ] Otro ______________________________________________________________________

**I. Descripción de las Razones para la Promoción/Retención del Estudiante**
________________________________________________________________________________________
________________________________________________________________________________________

**J. Junta del Equipo**
Fecha en la que el Padre fue Notificado por Escrito _____________ Fecha de la Actual Junta _____________

**K. Recomendación del Equipo**
- [ ] Salida de los servicios ELL.
- [ ] Retención en el Programa ELL. Estrategias de Intervención Recomendadas para el Próximo Semestre/Trimestre:
________________________________________________________________________________________

**L. Firmas de los Miembros del Equipo**
- [ ] De acuerdo [ ] Desacuerdo* Padre __________________________
- [ ] De acuerdo [ ] Desacuerdo Estudiante (opcional) ______________________
- [ ] De acuerdo [ ] Desacuerdo Maestro ELD ______________________
- [ ] De acuerdo [ ] Desacuerdo Administrador ______________________
- [ ] De acuerdo [ ] Desacuerdo Maestro de Aula/Maestro de Contenido ______________________
- [ ] De acuerdo [ ] Desacuerdo Interpreter ______________________

------------------------------ Interpreter ____________________________________________________
Teacher Survey

Student ___________________________________________  Today’s Date ___________________________
School ____________________________________________  Grade _________________________________
Classroom/Core Content Teacher _______________________  ELD Teacher ___________________________

==================================================================================

Please note: You are being asked to judge if this student has sufficient English language skills to have meaningful access to grade-level content without ELL instructional modifications. Normally, a student who is expected to be successful without further ELL services should receive all Yes answers to the following questions and all 5s on the SOLOM (other than Pronunciation, which may be a 4). Please use the Comments lines to explain any exceptions.

Does this student’s skill in the following areas approximate that of his/her English-only peers?

READING
☐ Yes  ☐ No  Understands complex, unfamiliar text, provided he/she can reread difficult sections
☐ Yes  ☐ No  Can obtain information and identify finer details in texts
☐ Yes  ☐ No  Uses a clear, natural, and varied intonation

Comments: ___________________________________________________________________________________
___________________________________________________________________________________________

WRITING
☐ Yes  ☐ No  Can write about complex subjects
☐ Yes  ☐ No  Can give clear, detailed descriptions and narratives
☐ Yes  ☐ No  Can express him/herself in a style appropriate to the reader
☐ Yes  ☐ No  Uses a broad range of vocabulary
☐ Yes  ☐ No  Uses a variety of sentence structures with a high degree of grammatical accuracy

Comments: ___________________________________________________________________________________
___________________________________________________________________________________________

LISTENING
☐ Yes  ☐ No  Can understand oral directions without visual clues
☐ Yes  ☐ No  Can extract specific information from audio-visual recordings
☐ Yes  ☐ No  Can follow most lectures, discussions, and debates with relative ease

Comments: ___________________________________________________________________________________
___________________________________________________________________________________________

SPEAKING – Complete the SOLOM on the reverse side.
☐ Yes  ☐ No  Can select from a broad range of vocabulary to express him/herself clearly
☐ Yes  ☐ No  Uses language flexibly and effectively for social and academic purposes

Comments: ___________________________________________________________________________________
___________________________________________________________________________________________

ACADEMIC PROGRESS/PARTICIPATION
☐ Yes  ☐ No  Is making satisfactory progress toward benchmark targets (not necessarily at or above benchmark yet)
☐ Yes  ☐ No  Demonstrates satisfactory classroom participation skills

Comments: ___________________________________________________________________________________

___________________________________________________________________________________________
Does this student’s skill in the following areas approximate that of his/her English-only peers?

<table>
<thead>
<tr>
<th>Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td>cannot be said to understand even simple conversation</td>
<td>has great difficulty following what is said; can comprehend only social conversation spoken slowly and with frequent repetitions</td>
<td>understands most of what is said at slower-than-normal speed with some repetitions</td>
<td>understands nearly everything at normal speed; occasional repetition may be necessary</td>
<td>understands everyday conversation and normal classroom discussions</td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td>speech so halting and fragmentary as to make conversation virtually impossible</td>
<td>usually hesitant; often forced into silence because of language limitations</td>
<td>speech in everyday conversation and classroom discussion frequently disrupted by the student’s search for the correct manner of expression</td>
<td>everyday conversation and classroom discussion generally fluent, with occasional lapses while student searches for the correct manner of expression</td>
<td>everyday conversation and classroom discussion fluent and effortless; approximates that of a native speaker</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>vocabulary limitations so extreme as to make conversation virtually impossible</td>
<td>misuse of words and very limited vocabulary; comprehension quite difficult</td>
<td>student frequently uses wrong words; conversation somewhat limited because of inadequate vocabulary</td>
<td>occasional use of inappropriate terms and/or rephrasing of ideas because of limited vocabulary</td>
<td>use of vocabulary and idioms approximates that of a native speaker</td>
<td></td>
</tr>
<tr>
<td>Pronunciation</td>
<td>pronunciation problems so severe as to make speech virtually unintelligible</td>
<td>very hard to understand because of pronunciation problems; must frequently repeat in order to make him/herself understood</td>
<td>pronunciation problems that necessitate concentration on the part of the listener and occasionally lead to misunderstandings</td>
<td>always intelligible, although listener conscious of definite accent and occasional inappropriate intonation pattern</td>
<td>pronunciation and intonation approximates that of a native speaker</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>errors in grammar and word order as severe as to make speech virtually unintelligible.</td>
<td>grammar and word order errors that make comprehension difficult; must often rephrase and/or restrict him/herself to basic patterns</td>
<td>makes frequent errors of grammar or word order that occasionally obscure meaning</td>
<td>occasional errors in grammar or word order; meaning not obscured</td>
<td>grammar and word order approximates that of a native speaker</td>
<td></td>
</tr>
</tbody>
</table>
Jefferson School District 14J
1328 N. 2nd Jefferson, OR 97352
541-327-3337          FAX 541-327-2960
English Language Learner Programs

Encuesta de Maestros

Estudiante ______________________________________  Fecha de hoy ____________________________
Escuela ___________________________________________  Grado __________________________________
Maestro de aula/contenido ____________________________  Maestro ELD ____________________________

Nota: Se le esta pidiendo que evalúe si este estudiante tiene suficientes habilidades en el idioma inglés para tener acceso significativo al contenido de las materias según su nivel de grado sin instrucción modificada del programa ELL (Aprendiz del Idioma Ingles). Normalmente, el estudiante de quien se cree que puede ser exitoso sin recibir servicios de ELL debe recibir Si’s en todas las siguientes preguntas y 5’s en el SOLOM (Observaciones del Idioma Oral del Estudiante), con excepción en pronunciación en el cual puede recibir un 4. Por favor use las líneas bajo comentarios para explicar cualquier excepción.

¿Se aproximan las habilidades de este estudiante en las siguientes áreas a la de sus compañeros que hablan inglés solamente?

LECTURA
☐ Si    ☐ No  Entiende un texto complejo y desconocido, cuando se le da la oportunidad de releer las secciones difíciles
☐ Si    ☐ No  Puede obtener información e identificar los más mínimos detalles en un texto
☐ Si    ☐ No  Usa entonación clara, natural y variada
Comentarios: ____________________________________________________________________________________
______________________________________________________________________________________________

ESCRITURA
☐ Si    ☐ No  Puede escribir sobres temas complejos
☐ Si    ☐ No  Pueda dar claras y detalladas descripciones y narraciones
☐ Si    ☐ No  El/ella puede expresarse con un estilo apropiado para el lector
☐ Si    ☐ No  Usa un amplio rango de vocabulario
☐ Si    ☐ No  Usa variedad en la estructura de oraciones con un alto grado de exactitud gramatical.
Comentarios: ____________________________________________________________________________________
______________________________________________________________________________________________

HABILIDAD PARA ESCUCHAR
☐ Si    ☐ No  Puede entender instrucciones orales sin usar claves visuales
☐ Si    ☐ No  Puede extraer información específica de grabaciones de audio-visuales.
☐ Si    ☐ No  Puede seguir con relativa facilidad la mayoría de las lecciones, discusiones y debates
Comentarios: ____________________________________________________________________________________
______________________________________________________________________________________________

HABILIDAD PARA HABLAR – Complete “Las observaciones del Idioma oral del estudiante”.
☐ Si    ☐ No  Puede seleccionar de un amplio rango de vocabulario para expresarse claramente
☐ Si    ☐ No  Usa el idioma flexiblemente y efectivamente para propósitos sociales y académicos
Comentarios: ____________________________________________________________________________________
______________________________________________________________________________________________

PROGRESO ACADEMICO/PARTICIPACION
☐ Si ☐ No Esta haciendo progreso satisfactorio para cumplir con los estándares (esto no significa que ya haya alcanzado o sobrepasado los estándares)

☐ Si ☐ No Demuestra satisfactoriamente tener habilidades para la participación en el salón de clases

Comentarios: ________________________________________________________________
<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprensión</strong></td>
<td>No se puede decir que entiende ni siquiera las conversaciones simples</td>
<td>Tiene dificultad en entender los que se dice; puede comprender solo conversaciones sociales dichas lentamente y con repetición frecuente</td>
<td>Puede entender casi todo lo que se dice a un ritmo más lento que lo normal y con algunas repeticiones</td>
<td>Entiende casi todo a un ritmo normal; ocasionalmente se necesita repetición</td>
<td>Entiende las conversaciones cotidianas y las discusiones normales del salón de clase</td>
</tr>
<tr>
<td><strong>Fluidez</strong></td>
<td>Habla demasiado titubeante e incompleto que es prácticamente imposible tener una conversación</td>
<td>Usualmente indeciso; con frecuencia es forzado a permanecer en silencio debido a limitaciones con el idioma</td>
<td>El habla en las conversaciones cotidianas y discusiones del salón de clase son frecuentemente afectadas por el estudiante mientras busca la manera correcta de expresarse</td>
<td>Las conversaciones cotidianas y discusiones del salón de clase son efectuadas con fluidez, con fallas ocasionales mientras el estudiante busca la manera correcta para expresarse</td>
<td>Las conversaciones cotidianas y discusiones del salón de clase son efectuadas con fluidez y sin mucho esfuerzo; se aproximan a las de un hablante nativo</td>
</tr>
<tr>
<td><strong>Vocabulario</strong></td>
<td>Limitaciones de vocabulario tan extremas que hacen casi imposible tener una conversación</td>
<td>Mal uso de palabras y vocabulario muy limitado; comprenderlo es muy difícil</td>
<td>El estudiante frecuentemente usa palabras incorrectamente; la conversación es algo limitada debido a la limitación de vocabulario</td>
<td>Uso ocasional de términos inapropiados y/o repite frases de ideas por la limitación de vocabulario</td>
<td>Usa vocabulario y el estilo de lenguaje próximo a los de un hablante nativo</td>
</tr>
<tr>
<td><strong>Pronunciación</strong></td>
<td>Problemas de pronunciación tan severos que hace casi imposible una conversación comprensible</td>
<td>Muy difícil de entender por los problemas de pronunciación, la mayoría frecuentemente repetir para hacerse entender</td>
<td>Problemas de pronunciación con la necesidad concentración del oyente y ocasionalmente lleva a la falta de entendimiento</td>
<td>La pronunciación es siempre comprensible, a pesar de que el oyente puede captar acento y ocasionalmente patrones de entonación</td>
<td>La pronunciación y entonación se aproximan a las de un hablante nativo</td>
</tr>
<tr>
<td><strong>Gramática</strong></td>
<td>Errores de gramática y en el orden de las palabras tan severos que hace la casi imposible una conversación comprensible</td>
<td>Errores de gramática y orden de palabras que hace difícil la comprensión, a menudo la repetición de frases y/o la restricción de patrones básicos</td>
<td>Hace frecuentes errores de gramática o en el orden de las palabras que ocasionalmente afecta el significado</td>
<td>Errores occasionales en gramática o en el orden de las palabras, el significado no es afectado</td>
<td>La gramática y orden de palabras se aproximan a las de un hablante nativo</td>
</tr>
</tbody>
</table>
Dear Parent or Legal Guardian of ________________:  

Each spring, English language learners take Oregon’s English Language Proficiency Assessment. Your child, ________________, received a Composite Performance Level of 4/Early Advanced on this assessment. Students are normally exited from English language learner (ELL) programs when they have a Composite Performance Level of 5/Advanced; however, we would like to consider exiting your child from ELL programs based on his/her performance in our classes.

We would like to meet with you to discuss this possibility on ________________ at ____________ ______________. If you have questions, please call the school at ______________ or Richard Gillson, our bilingual District ELL Family Liaison, at 327-3337 ex 217.

Sincerely,

______________
English Language Development Teacher
Estimado padre de familia o apoderado de ______________________:

Cada primavera, los estudiantes del programa Aprendiz del Idioma Inglés (ELL) toman la prueba del estado de Oregon para la competencia en inglés. El desempeño compuesto de ______________________, en esta prueba lo/la colocó en un nivel 4/Avanzado Temprano. Normalmente, el estudiante que es graduado del programa Aprendiz del Idioma Inglés debe colocarse con un desempeño compuesto en un nivel 5/Avanzado; sin embargo nos gustaría considerar la posibilidad de graduar a su hijo de los programas de ELL en base a su desempeño en nuestras clases.

Nos gustaría reunirnos con usted y discutir esta posibilidad el ________________ en _______________. Si tiene preguntas por favor a Richard Gillson, nuestro enlace de familias bilingüe, al 327-3337 ex 217.

Sinceramente,

____________________
Maestro de Desarrollo del Idioma Ingles
Dear Parent or Legal Guardian of ____________________________________:

Each spring, English language learners take Oregon’s English Language Proficiency Assessment. Your child’s scores indicate that he/she is ready to be exited from English language development classes. A copy of the assessment report for your child is attached.

We believe your child is now fluent enough in English to be able to understand the general instruction program without any extra language support. Congratulations on this accomplishment!

As part of the English language learner program, we will continue to monitor your child’s academic progress for two years. If he/she begins to have difficulty with the English language demands of his/her classes, we may recommend re-entry into an English language development class. We will contact you if that occurs.

We invite you to visit the school and meet with the staff to learn more about this accomplishment. If you have questions or concerns, please Richard Gillson, our District ELL Family Liaison, at 327-3337 ex 217.

Sincerely,

English Language Development Teacher
Estimado Padre o Tutor de __________________________:

Cada primavera, los estudiantes del Idioma Inglés toman la prueba del Estado de Oregon para Competencia en Inglés (ELPA). Los resultados de su niño/a indican que esta listo/a para graduarse de la clase de desarrollo del idioma inglés. Una copia del resultado obtenido por su niño/a es adjuntado.

Nosotros creemos que su niño/a tiene ahora la fluidez suficiente en inglés para entender el programa general de instrucción, sin ninguna ayuda con el idioma. ¡Felicitaciones por este logro!

Como parte del programa para el aprendizaje del idioma inglés, continuaremos monitoreando el progreso académico de su niño/a por dos años. Si el o ella empieza a tener dificultades con el idioma inglés en las diferentes asignaturas, quizás recomendáramos que re-ingrese a las clases de desarrollo del idioma inglés. Nos contactaremos con usted, si eso ocurre.

Lo invitamos a visitar la escuela, conocer a nuestro personal y aprender más acerca de este gran logro. Si tiene alguna pregunta o duda, por favor llamar Richard Gillson, nuestro Enlace de Familia del Distrito al 327-3337 ex 217.

Atentamente,

Maestro de Desarrollo del Idioma Inglés
REQUEST FOR ENGLISH LANGUAGE LEARNER PROGRAM
WITHDRAWAL/DENIAL OF ENROLLMENT

Dear Parent(s):

You have indicated that you do not want your child enrolled in an English language learner program. Although we are offering a program we feel is most appropriate for your child’s level of English proficiency, you have the right to request removal of your child from the program or decline to enroll your child in such a program.

If you have chosen to request removal or to decline to enroll your child in an English language learner program, please complete and sign the bottom of this form and return it to your child’s school.

If, after completing this form, you reconsider and want to enroll your child in an English language learner program, you may contact Richard Gillson, our District ELL Family Liaison, at 327-3337 ex 217 or your child’s school at any time.

Thank you.

Jefferson School District 14J

I have been informed of my right to decline to have my child enrolled in the English language learner program offered by the school or district. I request the following action be taken on behalf of my child:

_____ Do not enroll my child in an English language learner program.

_____ Withdraw my child from the English language learner program offered by the school.

Name of Student ___________________________ Date ___________________________

School ___________________________ Grade ___________________________

Name of Parent/Guardian ___________________________ Signature of Parent/Guardian ___________________________
Estimados Padres/Apoderados:

Ustedes han indicado que desean que su hijo(a) no participe en el programa para el aprendizaje del inglés. A pesar de que creemos, que estamos ofreciendo un programa más adecuado para el nivel de inglés de su hijo/a, ustedes tienen el derecho de decidir si su hijo(a) participa o no, en dicho programa.

Si ustedes desean que su hijo(a) no participe en el programa, por favor llenen y firmen la parte inferior de este formulario y devuélvanlo a la escuela de su hijo(a).

Si, después de completar este formulario, ustedes reconsideran y quieren inscribir a su hijo(a) en el programa para el aprendizaje del inglés, pueden ponerse en contacto con Viviana González nuestro enlace de familia ELL del Distrito Escolar al teléfono: 541-704-2376 o con la escuela de su hijo(a) en cualquier momento.

Gracias.

----------------------------------------------------------------------------------------------------------------------------------

Escuelas Públicas de Albany

SOLICITUD PARA EL RETIRO/NEGARSE AL PROGRAMA
PARA EL APRENDIZAJE DEL INGLÉS

He sido informado(a) sobre mi derecho de no aceptar que mi hijo(a) sea inscrito en el programa para el aprendizaje del inglés que ofrece la escuela o el distrito. Solicito que e tome la siguiente determinación con respecto a mi hijo(a):

_____ No inscribir a mi hijo(a) en el programa para el aprendizaje del inglés.

_____ Retirar a mi hijo(a) del programa para el aprendizaje del inglés ofrecido por la escuela.

________________________________________________________________________
Nombre del Estudiante

Fecha

________________________________________________________________________
Escuela

Grado

________________________________________________________________________
Nombre del Padre/Apoderado

Firma del Padre/Apoderado

Copies to: 1) Parents(s) or Guardian(s); 2) Bilingual Insert of student’s Cumulative Folder; 3) Student’s Teacher(s); 4) Student’s Counselor; 5) Ell Specialist; 6) Title I-Coordinator.
Jefferson School District

RECLASSIFICATION FORM

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student ID Number:</th>
<th>Grade:</th>
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</table>

<table>
<thead>
<tr>
<th>School:</th>
<th>Date of Birth:</th>
<th>Home Language:</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>LEP Status:</th>
<th>Years in ELD program:</th>
<th>Date Service Ends:</th>
</tr>
</thead>
</table>

Oregon English Language Proficiency Assessment (ELPA) Scores

<table>
<thead>
<tr>
<th>ELPA Test Year</th>
<th>Composite Raw Score</th>
<th>Composite Level</th>
<th>Reading Level</th>
<th>Writing Level</th>
<th>Speaking Level</th>
<th>Listening Level</th>
<th>Comprehension Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
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<tr>
<td>2006-2007 Adjusted</td>
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<tr>
<td>2007-2008</td>
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<tr>
<td>2008-2009</td>
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<td></td>
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</tbody>
</table>

☐ Reclassification based on ELPA composite test score of 5 which is a culmination of progress demonstrated over a legitimate period of time OR

☐ Reclassification based on ELPA composite test score of 5 which is not a culmination of progress demonstrated over a legitimate period of time but a body of evidence was collected and approved OR

☐ Process for Continuation of Services resulted in a decision to reclassify the student AND

☐ Student’s ELD teacher believes that the student is proficient in English and able to benefit from instruction in English in the regular educational program without ELD support AND

☐ There is substantial agreement by core content teachers and parents that student is proficient in English and able to benefit from instruction in English in the regular educational program without ELD support AND

☐ Student’s parents agree that student is proficient in English and able to benefit from instruction in English in the regular educational program.

_____________________________________________  __________________
Signature of ELD Teacher      Date

______________________________________________  __________________
Signature of District ELD Coordinator     Date
Parent Consultation Form
for Reclassification by Promotion or Continuation of Services (Retention)

Student: ___________________________ ID#: _____________ Date: ____________

Parent/guardian name(s): __________________________
Relationship, if not parent
__________________________   _______________________
Relationship, if not parent

Do parents/guardians require an interpreter?  Yes ___ No ___
If yes, what language?  _____________________________________

Was an interpreter used? Yes ___ No ___ Not needed ___

Contact phone number: _______________________ Date of contact: ______________

Name of parent/guardian contacted:  _________________________________________

Name and title of staff member making the contact:  _____________________________

Purpose of contact/ELD team recommendation: __________________________________

________________________________________________________________________

________________________________________________________________________

Please place check next to appropriate statements below:

___ Parent was informed of the recommendation of the ELD Program Review team.
___ The data to support the recommendation was reviewed with the parent.
___ Parent was offered the opportunity to meet to discuss the recommendation further.

Parent had the following comments/questions:

________________________________________________________________________

________________________________________________________________________

Parent supports the ELD Program Review team recommendation: Yes ___ No ___

Student will be reclassified from the ELD Program: Yes ___ No ___

Staff member comments:

________________________________________________________________________

Signature of staff member making contact: ________________________________
Jefferson School District

RECLASSIFICATION BY PROMOTION

<table>
<thead>
<tr>
<th>Student Name:</th>
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<tr>
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<tr>
<td>2009-2010</td>
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</table>

Although this student has not reached proficiency (level 5) according to the Oregon English proficiency assessment (ELPA), the student's history and current performance based on the body of evidence attached, show that this student is proficient in English and should be reclassified as Fluent English Proficient (FEP). Therefore, it is the decision of the school team that this student be exited from ELD services. Parents were consulted regarding the recommendation of the school team and have been advised that if their student is not able to profit from instruction in English in the mainstream, they may request ELD services and ask that their student be retested for ELD program eligibility.

Approved for reclassification by promotion:

Signature of ELD Teacher

Date

Signature of District ELD Coordinator

Date
Jefferson School District
CONTINUATION OF ELD SERVICES

<table>
<thead>
<tr>
<th>Student Name:</th>
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<tbody>
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<tr>
<th>Years in ELD program:</th>
<th>ELPA Composite Score:</th>
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Oregon English Language Proficiency Assessment (ELPA) Scores

<table>
<thead>
<tr>
<th>ELPA Test Year</th>
<th>Composite Scaled Score</th>
<th>Composite Level</th>
<th>Reading Level</th>
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</tbody>
</table>

Persons present at team meeting (please print names):

ELD teacher ___________________________________________ Content teacher

Parent/Guardian ________________________________________ Administrator

Parent/Guardian ________________________________________ Sp/Ed teacher or case manager, if any

Student, if middle or high school ________________________

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Although this student has reached proficiency (level 5) according to the Oregon English proficiency assessment (ELPA), the student's history and current performance based on the body of evidence attached, show that this student should not be reclassified as Fluent English Proficient (FEP). The sufficiency of the body of evidence has been approved by ELD Data Center.

Intervention Strategies to be used in the coming year are contained in the portfolio narrative.

__________________________________________________________________________  ________________  
Signature of ELD Teacher      Date

__________________________________________________________________________  ________________  
Signature of District ELD Coordinator    Date

If parents do not want their student to continue to receive ELD Services, they can contact their child’s ELD teacher and sign a Change of Service form.
Parent Notification for Exited ELL Students

Date: _______________________  School _______________________________

Dear Parents/Guardians:

Congratulations.

Your student, _______________________________, has reached an advanced level of English Language, as shown in the English Language Proficiency Assessment scores (ELPA). Based on ELPA results, your student no longer needs services from the English Language Development Program.

For the next two school years, we will monitor your student’s achievement, and determine if additional ELD services are needed. In making this determination, the ELD Team will discuss test scores, school progress, and information from teachers.

We believe that with hard work and support from you and the school, your student will continue to be successful.

Sincerely,

_____________________________________ELD Teacher

English Language Development Program

If you have questions about the decision outlined in this letter, please sign and return this letter to your child’s school office and someone will make an appointment for you.

☐ I would like to talk with someone about this.

________________________________________  ____________________________
(Parent Signature)                                     (Date)

________________________________________
(Parent Signature)