



**West Linn-Wilsonville School District**

# **English as a Second Language (ESL) Program ELD Plan for English Language Learners (Including Improvement Plan)**

**Adopted by the School Board April 2008**

**Revised and Updated September 2008**

**Revised and Updated November 2009**

## **Revisions Summary**

### **September 2008**

- Section IB: Updated *Measurable Goals* subsection to reflect Oregon's use of ELPA proficiency levels in AMAO measures (section overlooked at time of April document revision).
- Section IV: Added *Coordination and Delivery of ESL and SPED Program Services* subsection.
- Section VI: Further clarification of ESL Program exit, promotion, and retention criteria based on ODE's published guidelines (late Spring 2008 – not available at time of April document revision).

### **November 2009**

- Sections IA & IB: Updated data and information (bring percentages, numbers, etc. as current as possible).
- Sections IB & IV: Updated educational approaches to reflect what is currently used in the district.
- Sections IIIA & B: Clarified process for transfer students.
- Section IV: Added *Suspension of ESL Program Services* subsection.
- Sections IXA & B: Updated to reflect program evaluation, review, and improvement process changes (including program activity/practice changes) since the last plan submission.
- Bibliography: Added resources.
- Appendix: Updated *Family and Student Language Information* form to include record of need for interpreter for parent conferences.
- Appendix: Updated *Parental Notification of Services for English Language Learners* and *Continuation of Services for English Language Learners* forms to reflect educational approaches currently used in the district.
- Appendix: Added parent request/signature block to *Parent Request to Discontinue or Not Accept ESL Program Services for English Language Learners* form.

## Moon and Stars

I am Jalisco  
Part of my family is from there  
In farms animals wait to be fed  
In México there is a lot of cows  
I feel proud of my self  
Speaking two languages  
So I can give my family  
Give them ideas

I am Oregon  
Part of my family is from here  
I live in West Linn  
West Linn is like a big place to me  
Here people dont ride in the back of trucks  
I miss riding in the back of trucos

I am a teacher  
I can show my students what its like in México  
I can help my students speak two languages  
Like a moon surrounded  
By Stars glowing  
I am brighter then the stars but  
I am the only moon in the sky  
That speaks two languges

Bianca  
5<sup>th</sup> Grade  
Willamette Primary School  
West Linn-Wilsonville School District

## **Section IA: Introduction – School District Information**

### **The District Vision**

The West Linn-Wilsonville School District ESL Program is designed to be an integral part of the district's total educational program. The program for English Language Learners as a part of the total educational program is guided by the following powerful set of district vision themes. Each vision theme is exemplified in the district's ESL Program for English Language Learners.

- **Personalized Education**
- **Personal and Academic Excellence**
- **Circle of Support**
- **Educating the Whole Child**
- **Integrating Technologies in Daily Learning**
- **Community Partnership**

### **ESL Program Goals**

1. West Linn-Wilsonville School District will provide English Language Learners with educational experiences that create conditions for each student to maximize his or her human potential.
2. West Linn-Wilsonville School District will provide English Language Learners with effective English language development and support for academic success in all subject areas leading to high school graduation.

## Introductory Profile

The West Linn-Wilsonville School District is a high-performing suburban school district serving 8385 children in preschool and grades K-12 (2008-2009 reporting).<sup>1</sup> The district operates seven primary schools, three middle schools, and three high schools. In addition, the district charters a school with students in grades 4-8. The district preschools are located in three primary schools.<sup>2</sup>

The growing suburban communities of West Linn and Wilsonville are largely homogenous in ethnic makeup with the district's student ethnicity represented as follows (2008-2009 reporting):<sup>3</sup>

- 83.9% White
- 7.4 % Hispanic
- 4.4% Asian/Pacific Islander
- .9% Black
- .9% Multi-Ethnic
- .4% American Indian/Alaskan Native
- .4% Multi-Ethnic
- 2.1% Unspecified

## English Language Learner (ELL) Students

During the 1997-1998 school year, there were 25 ELL students in the district. Over the next five years, the population steadily rose to over 200 students (2002-03). Since 2004-05, ELL population growth has slowed with the last five years averaging around 340 students (with a peak of almost 400 students in 2006-07). The following tables show the reported district ELL population numbers for the last twelve years.<sup>4</sup>

Year	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04
# of ELL students	25	54	82	153	136	208	226
% increase over previous year	--	116%	52%	87%	-11%	53%	9%

Year	2004-05	2005-06	2006-07	2007-08	2008-09		
# of ELL students	262	352	398	293	391		
% increase over previous year	16%	34%	13%	-26%	33%		

\* Reported by ODE *District Profile Report* (DBI reports)

\*\* 2<sup>nd</sup> Qtr ADM Collection

The English Language Learners in the district represent many home languages. In the years since 2000, the following home languages have been represented among our students: Spanish, Vietnamese, Japanese, Korean, Russian, Serbo-Croatian, Polish, Mandarin, Malay, Marathi, Tongan, Telegu, Hindi, Tamil, Gujarati, Moharic, Romanian, German, French, Swedish, Danish, Portuguese, Cambodian, Hmong and Urdu. The overall composition of our ELL students' home languages has not changed significantly over the years.

The continuing challenge the district faces relative to our ELL population is the situation of very small numbers of students in a few of our schools – determining how to effectively schedule ESL teacher resources across schools (taking into account overall student schedule requirements) and provide instruction to a handful of students all at different proficiency levels. The recent growing challenge for the district is the increasing poverty rate we are experiencing – within both the general and ELL student population. The district poverty rate last year averaged 9-10% - this year it is running 18% with our largest primary school above 35%. Poverty, added to (possible) family

<sup>1</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section I.A.2

<sup>2</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section I.A.1

<sup>3</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section I.A.3

<sup>4</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section I.A.4

instability/transience, added to (possible) lack of language richness in the home is resulting in larger number of ELL students entering school with less language and cognitive development than the past. The gap has widened between starting language proficiency and targeted grade/age proficiency, presenting additional instructional challenges and demands.

During the 2008-2009 school year and obtained from the district's student reporting system (Schoolmaster®):

- 50 ELL students (13%) also participated in Special Education programs<sup>5</sup>
- No ELL students were also identified for Gifted Education programs<sup>6</sup>
- 47 students were on monitoring status year one (students who exited ESL services 2007-08 school year)<sup>7</sup>
- 152 students were on monitoring status year two (students who exited ESL services 2006-07 school year)<sup>7</sup>
- No students were readmitted to the district ESL Program from monitoring status<sup>7</sup>
- Parents declined services for 20 ELL students<sup>8</sup>

The most recent English language proficiency assessment results for ELL students include:

- 112 students (47%) moved to a higher English proficiency level (AMAO Criterion 1, 2007-2008 reporting)<sup>9</sup>
- 55 students (41%) reached proficiency and exited the program (AMAO Criterion 2, 2007-2008 reporting)<sup>9</sup>

West Linn-Wilsonville ELL students have demonstrated the following performance meeting or exceeding standards on the Oregon Statewide Assessment Tests over the last six years (AMAO Criterion 3):<sup>10</sup>

	English/Language Arts *							
	2003-04	2004-05	2005-06	2006-07 **	2007-08	2008-09 (Prelim)		
Exceeded Standards	7%	6%	6%	6%	1%	<5%		
Met Standards	27%	38%	48%	57%	37%	37%		
<b>Met or Exceeded</b>	34%	44%	54%	63%	38%	<42%		
Participation Rate	100%	97%	96%	100%	99%	100%		

	Mathematics *							
	2003-04	2004-05	2005-06	2006-07 **	2007-08	2008-09 (Prelim)		
Exceeded Standards	12%	18%	9%	9%	3%	<5%		
Met Standards	35%	46%	57%	47%	34%	36%		
<b>Met or Exceeded</b>	47%	64%	66%	56%	37%	<41%		
Participation Rate	100%	100%	99%	99%	100%	100%		

\* Reported by ODE *District Report Card*

\*\* State realignment of benchmark standards (meeting, exceeding, etc.) starting with 2006-2007 testing

## Section IB: Introduction - Program Goals & Philosophy

### Educational Approach<sup>11</sup>

The West Linn-Wilsonville School District English Language Learner Program draws from the positive elements of several effective, research-based, program approaches, applying varying models in schools with needs determined by the number and language needs of students who attend. The program models used in West Linn-Wilsonville are described in the educational literature on programs for Limited English Proficient (LEP) students as:

<sup>5</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section I.A.5

<sup>6</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section I.A.6

<sup>7</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section I.A.9-A.11

<sup>8</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section I.A.12

<sup>9</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section I.A.7 & A.8

<sup>10</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section I.A.13

<sup>11</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section I.B.14

1. Sheltered Instruction (Oregon LEP Program Model Type Code 30)

The goal of this approach is acquisition of English language skill development, literacy, and content learning in English. All instruction in a Sheltered Instruction classroom is in English. Teachers have specialized training in meeting the needs of LEP students. In addition to the basic district training for classroom teachers, many possess either a bilingual education or ESOL teaching credential and/or training such as SIOP and GLAD.

The Sheltered Instruction strategy is based on a set of beliefs and assumptions about learning. Brain research, cognitive theory, and current best educational practices suggest that second language is best learned in ways that are similar to the acquisition of first language. Second language is acquired most effectively when:

- instruction is focused on the needs and interests of the student
- natural communication is stimulated
- errors are accepted
- students are engaged in situational activities
- instruction includes visuals, manipulative materials, and active participation
- instruction is supported with guided practice in a learning group
- sufficient time is given for the language to develop

Sheltered instructional practices, learned in workshops such as SIOP and GLAD, are used to make academic instruction in English understandable to LEP students. In the Sheltered Instruction classroom, teachers use physical activities, visual aids, songs, chants, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.

All students in the West Linn-Wilsonville School District, whose primary language is other than English, will participate in some Sheltered Instruction settings occurring in the regular classroom.

2. ESL Pullout (OR LEP Program Model Type Code 22) & ESL Class Period (OR LEP Program Model Type Code 23) English Language Development (ELD)

The goal of this approach is English language development, literacy, and academic development through additional instruction beyond the Sheltered Instruction setting. English learners are taught by ESL teachers in regular and consistent individual, small group, or class settings with other non-native speakers of English. Instruction is geared at each child's own English language proficiency level.

ELD instructional practices include techniques, methodology, and special curriculum designed to teach English language development, forms and functions of language, content vocabulary, literacy, and cultural orientation. ELD instruction is in English with some occasional use of native language to scaffold understanding.

3. Content Based ESL (OR LEP Program Model Type Code 24)

The goal of this approach is English language development along with cognitively demanding, grade-level appropriate content area material. The techniques used in these courses are Sheltered Instruction Observation Protocol (SIOP) primarily at the middle/high levels and Guided Language Acquisition Design (GLAD) at the primary level.

## Study and Program Development Background<sup>12</sup>

The educational approach chosen by the district is recognized as a sound approach by experts in the field and recognized as a legitimate educational strategy to ensure English language learners acquire English language proficiency and have meaningful access to the educational program (see **Bibliography** section at end of this document).

In the years since 1998, when the district leadership first conducted a study focused on language development, literacy development, second language learning, and English as a Second Language learning, the program for English language learners has grown and developed.

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<sup>12</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section I.B.15

The study of professional literature reveals that there are multiple perspectives and competing theories for the education of English language learners. Our study found competing theories for the development of fundamental literacy and for the education of children in a second language. Learning from brain research and Best Practices in pedagogy helped the district team sort out the competing theories. The result of the district study is a commitment to a language acquisition approach to second language learning supported by research with multiple options to provide access to instruction. We meet the needs of the children and groups of children in the varied settings of our schools, grades K-12.

Over the years, educators in this school district have been on a steep learning curve to expand understanding and to implement the range of strategies known to support English language learners. An aggressive professional development agenda and the implementation of best practices for English language learners is high priority in our schools. The elements of the district ESL Program educational approach are well-researched and the objective is to deliver effective instruction leading to the achievement of the measurable goals as outlined below. It is important to recognize that both research and practical experience show less certainty, more complexity, as well as how little is actually known regarding the “right” answer or formula for determining the best instructional approach for ELL students. Outside factors such as poverty level only increase this challenge.

### **Educational Goals<sup>13</sup>**

*“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.”*

Lau v. Nichols, 1974

Broadly, the West Linn-Wilsonville School District model builds on current research in language acquisition, literacy development, and second language learning. The district program model responds to the learning from brain research and engages the instructional best practices represented in the literature. We aspire to achieve relative to the following three major goals which help to characterize the experience created for each child:

- 1. Each child will experience a welcoming learning environment with time and value for his/her home language, family, and culture in the school setting.**
- 2. Each child will make progress in English language development along the continuum described in the Oregon English Language Proficiency Standards and at a rate equal to or greater than the rate described in the AMAO targets.**
- 3. Each child will make progress in academic subjects as he/she develops English language for academic work as measured by classroom assessment and Oregon State Assessment Standards at a rate equal to or greater than the AYP targets.**

### **Measurable Goals**

The district pursues the following measurable goals consistent with Oregon’s AMAOs for the program as a whole and consistent with AYP for academic progress (per Oregon & federal guidelines).<sup>14</sup>

1. To achieve AMAO 1 targets for the number and percentage of students making progress in learning English.

**ELL students will move one proficiency level higher at the end of the school year (as measured by the change in ELPA performance levels from the previous and current school years).**

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<sup>13</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section I.B.16

<sup>14</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Sections I.B.17 & I.B.18

- To achieve AMAO 2 targets in the number and percentage of children attaining English proficiency by the end of the school year.

**ELL students meeting one or more of the following criteria will achieve proficiency by the end of the school year:**

- Students who have been receiving services for five years or more
- Students who had a previous year's ELPA performance level of 4 or 5
- Student exited in the current year (achieved proficiency)

- To demonstrate continuous academic progress for ELL students as quantified by NCLB Adequate Yearly Progress (AYP) targets (LEP sub-group) in English/Language Arts and Mathematics (AMAO 3).

**ELL students will participate in the yearly Oregon OAKS assessment.**

The following tables reflect ODE AMAO targets, performance results achieved by the West Linn-Wilsonville (WLWV) school district since 2004-2005, and projected district performance to be achieved over the next 5 years.

School Year	AMAO 1 Target %	WLWV AMAO 1 Projected %	WLWV AMAO 1 Actual %	AMAO 2 Target %	WLWV AMAO 2 Projected %	WLWV AMAO 2 Actual %
2004-2005	80%		62%	10%		4%
2005-2006	85%		62%	20%		15%
<b>2006-2007 *</b>	<b>35%</b>		76%	<b>50%</b>		85%
2007-2008	35%		47%	50%		41%
2008-2009	35%	55%		50%	60%	
2009-2010	65%	65%		70%	70%	
2010-2011	65%	75%		70%	75%	
2011-2012	65%	85%		70%	85%	
2012-2013	95%	95%		90%	90%	

\* Updated AMAO measures/targets adopted by ODE

School Year	AMAO 3 Target % English AYP	WLWV AMAO 3 Projected % English AYP	WLWV AMAO 3 Actual % English AYP	AMAO 3 Target % Math AYP	WLWV AMAO 3 Projected % Math AYP	WLWV AMAO 3 Actual % Math AYP
2004-2005	50%		Met	49%		Met
2005-2006	50%		Not Met - MS	49%		Met
2006-2007	50%		Met	49%		Met
2007-2008	60%		Not Met -HS	59%		Met
2008-2009	60%		Met	59%		Met
2009-2010	60%	65%		59%	65%	
2010-2011	70%	75%		70%	75%	
2011-2012	80%	85%		80%	85%	
2012-2013	90%	95%		90%	95%	
2013-2014	100%	100%		100%	100%	

## Section II: Identification of Students – Primary Home Language Other Than English (PHLOTE)

All students enrolling in the district are screened to identify potential ELL students. When enrolling students in their neighborhood schools, parents/guardians complete the **District Registration Form** which includes home language survey questions and information on a student's place of birth and ethnic background.<sup>15</sup> Using established criteria, the district reviews the provided registration information to identify potential ELL students. These identified students are forwarded for further assessment to determine if ESL program services are appropriate. If a student does not meet the district criteria as a potential ELL student, no special ESL program services are required and no further action is taken.

This identification process combined with the assessment process (**Sections IIIA & IIIB**) for PHLOTE students are to be accomplished within 30 calendar days at the beginning of the school year and within 10 school days at other times during the school year.<sup>16</sup>

The following table outlines the district's established procedures for identifying PHLOTE students:<sup>17</sup>

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<sup>15</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section II.2

<sup>16</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section II.3

<sup>17</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section II.1

<b>Identifying PHLOTE Students</b>		
<b>Procedure Step/Action</b>	<b>Person Responsible</b>	<b>Outcome/Documentation</b>
<p><b>District Registration Form</b> distributed to all enrolling students</p>	School office staff	<ul style="list-style-type: none"> <li>• Registration form (containing home language survey questions) is completed by parent/guardian (with assistance from school staff as needed) and returned to school office</li> <li>• Student information is captured in Schoolmaster® (including home language survey information, place of birth, ethnicity)</li> <li>• Registration form becomes part of student's permanent education record file</li> </ul>
<p>Completed registration form is reviewed using district criteria to identify potential ELL students</p>	ESL teacher or principal's designee	<ul style="list-style-type: none"> <li>• If <u>any</u> of the following criteria are met, the student is identified to be further reviewed as a potential ELL student:                             <ul style="list-style-type: none"> <li>✓ A language other than English is listed for either of the two home language survey questions on the registration form: <b>“What is the student's primary language?”</b> and <b>“What languages are spoken at home?”</b></li> <li>✓ The student was born outside the United States</li> <li>✓ Student ethnicity is Native American<sup>18</sup></li> </ul> </li> <li>• Cues suggesting a student might be a potential ELL student (e.g. student comments, teacher observations, etc.) are also noted and forwarded to the ESL teacher/principal's designee for follow-up (independent of information provided on registration form)</li> </ul>
<p>Personal family intake/interview conducted to confirm known information and/or collect additional home language information (includes welcome tour of school)</p> <p><i>This event is optional, at each school's discretion, and may be scheduled as appropriate within the identification and assessment processes timeline</i></p>	School administrator and/or ESL teacher or principal's designee	<ul style="list-style-type: none"> <li>• <b>Family and Student Language Information</b> form is completed</li> <li>• <b>Family and Student Language Information</b> form is placed in student's permanent education record file; Schoolmaster® <i>Home Language Survey</i> record is updated (if necessary)</li> </ul>
<p>Identified potential ELL students are forwarded for assessment to determine which, if any, ESL program services are appropriate</p>	ESL teacher or principal's designee	See <b>Section IIIA &amp; IIIB</b>
<b>Timeframe</b>		
<p>This identification process combined with the assessment process (<b>Section IIIA</b>) for PHLOTE students will be accomplished within 30 calendar days at the beginning of the school year and within 10 school days at other times during the school year</p>		

<sup>18</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section II.4

## Sections IIIA & IIIB: Assessment of ELL Students

### Section IIIA

Students identified as potential ELL students (**Section II**) are formally assessed using the Woodcock-Munoz Language Survey-Revised (WMLS-R) to determine English language proficiency.<sup>19</sup> Students are referred for placement into the district's ESL program if they qualify under the district's eligibility criteria (based on the results of the WMLS-R assessment considered with the presence of academic difficulties attributed to language proficiency deficiencies). Parents are notified of recommended placement based on assessment results and may accept or decline the recommended services.

Students transferring into the district and who were receiving ESL program services at their previous school (and had not been exited from those services for achieving proficiency) are automatically considered qualified for services; they are not tested.<sup>20</sup> Placement specifics are determined from recent proficiency assessment information in the student's transfer file and/or if necessary, by contacting the student's previous school. Parents are notified of the continuation of services and may accept or decline the recommended services.

Trained and certified school personnel (e.g. ESL teachers, psychologists, instructional coordinators (ICs), counselors, learning specialists, speech language pathologists, etc.) conduct the language proficiency assessment of identified potential ELL students. These personnel receive training in the administration of the Woodcock-Munoz Language Survey from certified Woodcock-Munoz trainers through classes offered by the ESD or other local sources. The District ESL Coordinator maintains a list of all Woodcock-Munoz trained personnel, insures any new personnel who will administer Woodcock-Munoz receive training, and verifies (yearly) that personnel administering the Woodcock-Munoz are current in their training.<sup>21</sup>

Identified potential ELL students are administered the Woodcock-Munoz Language Survey within 10 school days of enrollment (or within 30 calendar days at the beginning of the school year).<sup>22</sup> The printed report of the assessment scores are kept in the student's permanent education record file. Additionally, the scores are entered into Schoolmaster®, the district's student information and tracking system.<sup>23</sup>

A student is determined to be ELL and eligible for ESL program services based on meeting the district criteria relative to the student's Woodcock-Munoz score. The school's Child Study Team considers the results of the Woodcock-Munoz assessment, along with supporting data as needed, and makes a determination about the eligibility of the child for language assistance. Members of the Child Study Team are appointed by the school principal and may include the classroom teacher, ESL teacher, and administrative, assessment, and/or support staff as appropriate. The team will include staff with expertise in second language and cultural issues whenever possible. The Child Study Team could also recommend assessment for special education or gifted education. In these cases, parent permission will be obtained in accordance with the school procedures for those programs.

The following table outlines the district's established assessment procedures at the time of initial identification of potential ELL students.<sup>24</sup>

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<sup>19</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section III.A.1

<sup>20</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section II.1

<sup>21</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section III.A.2

<sup>22</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section III.A.3

<sup>23</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section III.A.5

<sup>24</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section III.A.4

Assessment Procedures – Initial Identification of Potential ELL Students		
Procedure Step/Action	Person Responsible	Outcome/Documentation
Identified potential ELL student is administered the Woodcock-Munoz Language Survey-Revised	Trained & certified school personnel (e.g. ESL teacher, IC, psychologist, counselor, learning specialists, etc.)	<ul style="list-style-type: none"> <li>Assessment result (printout) obtained and becomes part of student's permanent education record file</li> <li>WMLS-R score recorded in Schoolmaster®</li> </ul>
Identified potential ELL student is informally assessed in the classroom using SOLOM or similar tool	ESL teacher or principal's designee with classroom teacher	<ul style="list-style-type: none"> <li>Informal classroom assessment data provided to Child Study Team</li> </ul>
Results of WMLS-R assessment are considered to determine student's eligibility under district criteria for ESL services	Child Study Team	<ul style="list-style-type: none"> <li>If the following criteria is met, the student is identified ELL and eligible for ESL program services:                             <ul style="list-style-type: none"> <li>✓ WMLS-R <i>Broad English Ability</i> score of 1, 2, or 3</li> </ul> </li> <li>Student is determined not to be ELL and not in need of ESL program services:                             <ul style="list-style-type: none"> <li>✓ WMLS-R <i>Broad English Ability</i> score of 4 or higher</li> </ul> </li> </ul>
Students determined to be ELL are referred for placement into the district's ESL program  Transfer students who were receiving services at their prior school and who had not achieved proficiency, are automatically referred for placement into the district's ESL program	ESL teacher or principal's designee	<ul style="list-style-type: none"> <li>Schoolmaster® <i>ESL-Current</i> program record created with appropriate information captured (need entry date, program entry date, etc.)</li> <li>Student enters ESL program and begins receiving services – see <b>Section IV</b></li> </ul>
Parents are notified of student eligibility or ineligibility for ESL services	ESL teacher or principal's designee	<ul style="list-style-type: none"> <li>Appropriate form sent home to parents:                             <ul style="list-style-type: none"> <li>✓ <b>Parental Notification of Services for English Language Learners</b></li> <li>✓ <b>Continuation of Services for English Language Learners</b></li> <li>✓ <b>Parental Notification – Services for English Language Learners Not Required</b></li> </ul> </li> <li>Copy of form placed in student's permanent education record file</li> </ul>
Parent may choose to decline or request a change to recommended services	Initiating parent	<ul style="list-style-type: none"> <li>Parent contacts school principal to schedule a meeting to discuss recommended services</li> <li>After meeting, if parent decides to decline ESL services for the child, appropriate documentation (<b>Parent Request to Discontinue or Not Accept Program Services for English Language Learners</b>) is completed and placed in student's permanent education record file; Schoolmaster® ESL program record and/or WMLS-R test record are updated to reflect decision</li> </ul>
Students not receiving ESL services (e.g. non-qualified, parent declined services, other) are noted	ESL teacher or principal's designee	<ul style="list-style-type: none"> <li>Schoolmaster® <i>Guidance: ELL Non-Participant</i> record created with appropriate information captured (date, reason )</li> </ul>
<b>Timeframe</b>		
This assessment process combined with the identification process ( <b>Section II</b> ) for PHLOTE students will be accomplished within 30 calendar days at the beginning of the school year and within 10 school days at other times during the school year		

## Section III B

The district has set standards and objectives for raising the level of English proficiency using the District School Development Process.<sup>25</sup> The School Development Process (SDP) was developed in consultation with the West Linn-Wilsonville School Board and the Northwest Regional Education Laboratory in the mid 1990s, and is used every year to develop the Consolidated District Improvement Plan (CDIP) and School Improvement Plans (SIP) for each school and department in the district.

SDP is a complex, data rich, systems approach to school improvement planning. The process is guided by the Superintendent at the district level and by each principal and director at the school and department level. The process requires the coordination of goals throughout the system - from district, to school and department, to individual teacher/employee goals. The process requires the use of triangulated data to understand current state of performance for each disaggregated group (including ELL students). The SDP sets out measurable goals, strategies, and activities to close the gap between the current and preferred state.

Assessment data (including Woodcock Munoz scores, ELPA scores, and Oregon State Assessment scores) is an important element used in CDIP planning processes and district goal setting, by schools for SIP planning, and by the school Child Study Team for planning for each individual child. The yearly CDIP/SIP planning process ensures assessment data is used to make decisions relative to instruction for each disaggregated group/program (including ELL students) as well as the district/school population as a whole. The process consists of multiple steps and includes:<sup>26</sup>

- Review of previous year's goals
- Review of current student achievement data relative to goals
- Analysis of program strengths and areas of improvement to guide instruction
- Setting of new goals
- Defining educational/instructional action plans to reach new goals

The district has invested in the development of a robust, relational data base system (which includes assessment data) with considerable capability for disaggregating data, including pivot table capability for analysis and multiple ways to display data.

## Section IV: Program of Services for English Language Learners

The major components of the West Linn-Wilsonville School District ESL Program combine to provide a comprehensive educational experience for each English Language Learner. This section provides a description of program services at each school level: preschool, primary (grades K-5), middle (grades 6-8), and high (grades 9-12). These programs and services are consistent with and reflect the educational theories selected by the district as outlined in **Section IB**.<sup>27</sup>

### Preschool

The District operates a preschool program. Each year, ELL students are enrolled and supported in the development of English language and literacy. The district works with Clackamas ESD to identify and enroll students in the district preschool program.

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<sup>25</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section III.B.6

<sup>26</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section III.B.7

<sup>27</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section IV.1

## **Primary School (Grades K-5)**

### **Each child will experience a welcoming learning environment with time and value for his/her home language, family, and culture in the school setting.**

At primary school this element is a priority. Welcoming all children and their families with care and respect is accomplished with a well-designed set of practices.

The school team, under the direction of the principal, works with the parent to identify a Circle of Support person, an adult who speaks the child's home language. This person plays a family connection and support role to assist with communication and welcoming.

Families are encouraged to read together in the home language. Reading to the youngest children in first language at school will be arranged periodically when possible. This element is more easily arranged with Spanish because of the primary level Spanish program. Additionally, the primary level Spanish program, grades 1-5, provides Spanish speaking students with the opportunity to showcase proficiency in their first language alongside classmates learning Spanish as a second language.

### **Sheltered Instruction**

All students grades K-5, participate in general classes throughout the day. The classroom teachers use a variety of strategies and techniques shown to be effective for students who are English language learners; GLAD is most commonly used in primary school.

Placement of ELL students in the regular classroom will be given the same care that all children are given. ELL children will be placed with teachers who have or will be getting appropriate professional development for teaching ELL students in the general classroom. Teachers who include ELL children in class have had or will participate in an intentional structured professional development program.<sup>28</sup>

Teachers with ELL children in class will have the support of consultation with an ESL teacher and/or instructional coordinator. Specialized classroom materials, teacher planning resources, and the support of instructional assistants or volunteers will be available within the school or provided by the principal as needed.<sup>29</sup>

### **ESL Pullout: English Language Development**

Students participate in regular and consistent small group or individual set of lessons. English as a Second Language lessons are designed and taught under the direction of ESL teachers or instructional coordinators. These lessons teach English language development (ELD), literacy, and content area vocabulary.

Children are engaged in intensely interactive English instruction. The teacher uses verbal, visual, kinesthetic, and context cues to support the development of listening, speaking, reading, and writing English. The instruction in this ESL class uses the best comprehensive practices for developing literacy. A comprehensive balanced literacy program is outlined in the district English/Language Arts Program.

Instruction is guided by ELD curriculum goals that assure coordination of the instruction to district standards. The district uses the Oregon English Language Proficiency Standards as a framework to determine the goals for each child and to determine whether the child's progress is at a sufficient level for each particular child.

### **Summary of Programs and Services for Primary School Students**

Decisions regarding the amount and type of ELL services provided to each child will be made by the Child Study Team according to the following guidelines:

- The team will consider ESL program choices for each student as a person and as a learner.
- The team will give consideration to the student's access to all other programs and services at the school.

The following table outlines guidelines for the delivery of district ESL Program services to ELL students; including to whom, where, how often, and by whom:<sup>30</sup>

<sup>28</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section IV.5

<sup>29</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section IV.5

<sup>30</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Sections IV.2-IV.4 & IV.6-IV.8

<b>Programs &amp; Services – Primary Level (Grades K-5)</b>			
	<b>Welcoming</b>	<b>Sheltered Instruction (Code 30)</b>	<b>ESL Pullout: English Language Development (Code 22)</b>
<b>Population Served</b>	All children	All children	Entering children with WMLS-R <i>Broad English Ability</i> scores of 1, 2, 3 and/or children with ELPA composite scores of 1, 2, 3, 4
<b>Schools Offering</b>	All schools	All schools	All schools
<b>Where Conducted</b>	School-wide	Regular classroom	Small group or individual settings
<b>Frequency</b>	Ongoing	Daily	2-4 times/week
<b>Description</b>	Child and family welcomed and included in the life of the school and community	General classroom instruction using sheltered strategies to assure comprehensible input in all academic subjects.  Instructional support to assure active engagement in lessons in all academic subjects	Instruction in English language development, literacy, and content area vocabulary at each child's own proficiency level
<b>Provided by</b>	School-wide staff  Classroom teacher  ESL teacher and or instructional coordinator (IC)	Classroom teachers with preparation in sheltered instruction	Under the direction of ESL teacher or instructional coordinator (IC)

### **Middle School (Grades 6-8)**

**Each child will experience a welcoming learning environment with time and value for his/her home language, family, and culture in the school setting.**

At middle school this element is a priority. Welcoming all children and their families with care and respect is accomplished with a well-designed set of practices. When needed the school team works with the parent to identify the Circle of Support mentor, an adult who speaks the child's home language. This mentor plays a family communication support role.

In addition, when needed, the middle school will be alert to the developing interests of the child. The school will make an attempt to find a native speaker, a mentor who is an expert or practitioner in a field of student interest. For example, a child interested in art might be connected to an artist or a high school student artist, a child interested in biology may be connected to a scientist who speaks his or her first language.

When needed, the school will identify first language texts to supplement content and concepts for children at early language levels. When the class is reading a piece of literature, a copy in first language can help assure that the child is engaged in the meaning and literary analysis of the work.

The World Language program, grades 6-8, provides opportunities for English language learners to participate in first language experiences in Spanish and French.

## **Sheltered Instruction**

All students, grades 6-8, participate in general classes throughout the day. The classroom teachers use a variety of strategies and techniques shown to be effective for students who are English language learners; SIOP and GLAD are most commonly used in middle school.

Placement of ELL students in the regular classroom will be given the same care that all children are given. ELL children will be placed with teachers who have or will be getting appropriate professional development for teaching ELL students in the general classroom. Teachers who include ELL children in class have had or will participate in an intentional structured professional development program.<sup>31</sup>

Teachers with ELL children in class will have the support of consultation with an ESL teacher and/or instructional coordinator. Specialized classroom materials, teacher planning resources, and the support of instructional assistants or volunteers will be available within the school or provided by the principal as needed.<sup>32</sup>

## **ESL Class Period: English Language Development**

Students participate in regular and consistent small group or individual sets of lessons. English as a Second Language lessons are designed and taught under the direction of ESL teachers or instructional coordinators. These lessons teach English language development (ELD), literacy, and content area vocabulary.

Children are engaged in intensely interactive English instruction. The teacher uses verbal, visual, kinesthetic, and context cues to support the development of listening, speaking, reading, and writing English. The instruction in this ESL class uses the best comprehensive practices for developing literacy. A comprehensive balanced literacy program is outlined in the district English/Language Arts Program.

Instruction is guided by ELD curriculum goals that assure coordination of the instruction to district standards. The district uses the Oregon English Language Proficiency Standards as a framework to determine the goals for each child and to determine whether the child's progress is at a sufficient level for each particular child.

## **Content Based ESL**

The goal of this approach is English language development along with cognitively demanding, grade-level appropriate content area material. The techniques used in these courses are Sheltered Instruction Observation Protocol (SIOP) primarily at the middle/high levels and Guided Language Acquisition Design (GLAD) at the primary level.

## **Summary of Programs and Services for Middle School Students**

Decisions regarding the amount and type of ELL services provided to each child will be made by the Child Study Team according to the following guidelines.

- The team will consider ESL program choices for each student as a person and as a learner.
- The team will give consideration to the student's access to all other programs and services at the school.

The following table outlines guidelines for the delivery of district ESL Program services to ELL students; including how, to whom, where, how often, and by whom.<sup>33</sup>

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<sup>31</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section IV.5

<sup>32</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section IV.5

<sup>33</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Sections IV.2-IV.4 & IV.6-IV.8

<b>Programs &amp; Services – Middle Level (Grades 6-8)</b>				
	<b>Welcoming</b>	<b>Sheltered Instruction (Code 30)</b>	<b>ESL Class Period: English Language Development (Code 23)</b>	<b>Content Based ESL (Code 24)</b>
<b>Population Served</b>	All children	All children	Entering children with WMLS-R <i>Broad English Ability</i> scores of 1, 2, 3 and/or children with ELPA composite scores of 1, 2, 3, 4	Entering children with WMLS-R <i>Broad English Ability</i> scores of 1, 2, 3 and/or children with ELPA composite scores of 1, 2, 3, 4
<b>Schools Offering</b>	All middle schools	All middle schools	All middle schools	Inza Wood MS
<b>Where Conducted</b>	School-wide	Regular classroom	Small group or individual settings	Sheltered English content courses
<b>Frequency</b>	Ongoing	Daily	2-5 times/week	Daily
<b>Description</b>	Child and family welcomed and included in the life of the school and community	General classroom instruction using sheltered strategies to assure comprehensible input in all academic subjects  Instructional support to assure active engagement in lessons in all academic subjects	Instruction in English language development, literacy, and content area vocabulary at each student's own proficiency level	Sheltered instruction designed to teach English along with cognitively challenging and grade appropriate content
<b>Provided By</b>	School-wide staff  Classroom teacher  ESL teacher and/or instructional coordinator (IC)	Classroom teachers with preparation in sheltered instruction	Under the direction of ESL teacher or instructional coordinator (IC)	ESL teachers

### **High School (Grades 9-12)**

**Each child will experience a welcoming learning environment with time and value for his/her home language, family, and culture in the school setting.**

Welcoming all children and their families with care and respect is accomplished with a well-designed set of practices at the high school. When needed, the school team works with the parent to identify the Circle of Support mentor, an adult who speaks the child's home language. This mentor plays a family communication support role.

In addition, when needed, the high school will be alert to the developing interests of the child. The school will make an attempt to find a native speaker, a mentor who is an expert or practitioner in a field of student interest. For example, a child interested in art might be connected to an artist; a child interested in biology may be connected to a scientist who speaks his or her first language.

As appropriate, the school will identify first language texts to supplement content and concepts for students at early English language levels. When the class is reading a piece of literature, a copy in first language can help assure that the child is engaged in the meaning and literary analysis of the work.

The World Language program, grades 9-12, provides opportunities for English language learners to participate in first language experiences in Spanish, French, Japanese, and Chinese.

### **Sheltered Instruction**

All students, grades 9-12, participate in general classes throughout the day. The classroom teachers use a variety of strategies and techniques shown to be effective for students who are English language learners; SIOP is most commonly used in high school.

Placement of ELL students in the regular classroom will be given the same care that all children are given. ELL children will be placed with teachers who have or will be getting appropriate professional development for teaching ELL students in the general classroom. Teachers who include ELL children in class have had or will participate in an intentional structured professional development program.<sup>34</sup>

Teachers with ELL children in class will have the support of consultation with an ESL teacher and/or assistant principal. Specialized classroom materials, teacher planning resources, and the support of instructional assistants or volunteers will be available within the school or provided by the principal as needed.<sup>35</sup>

### **ESL Class Period: English Language Development**

Students participate in regular and consistent small group or individual sets of lessons. English as a Second Language lessons are designed and taught under the direction of ESL teachers or staff assigned by principal. These lessons teach English language development (ELD), literacy, and content area vocabulary.

Children are engaged in intensely interactive English instruction. The teacher uses verbal, visual, kinesthetic, and context cues to support the development of listening, speaking, reading, and writing English. The instruction in this ESL class uses the best comprehensive practices for developing literacy. A comprehensive balanced literacy program is outlined in the district English/Language Arts Program.

Instruction is guided by ELD curriculum goals that assure coordination of the instruction to district standards. The district uses the Oregon English Language Proficiency Standards as a framework to determine the goals for each child and to determine whether the child's progress is at a sufficient level for each particular child.

### **Content Based ESL**

The goal of this approach is English language development along with cognitively demanding, grade-level appropriate content area material. The techniques used in these courses are Sheltered Instruction Observation Protocol (SIOP) primarily at the middle/high levels and Guided Language Acquisition Design (GLAD) at the primary level.

### **Summary of Programs and Services for High School Students**

Decisions regarding the amount and type of ELL services provided to each child will be made by the Child Study Team according to the following guidelines.

- The team will consider ELL program choice for each student as a person and as a learner.
- The team will give consideration to the student's access to all other programs and services at the school.

The following table outlines guidelines for the delivery of district ESL Program services to ELL students; including how, to whom, where, how often, and by whom:<sup>36</sup>

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<sup>34</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section IV.5

<sup>35</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section IV.5

<sup>36</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Sections IV.2-IV.4 & IV.6-IV.8

<b>Programs &amp; Services – High Level (Grades 9-12)</b>				
	<b>Welcoming</b>	<b>Sheltered Instruction (Code 30)</b>	<b>ESL Class Period: English Language Development (Code 23)</b>	<b>Content Based ESL (Code 24)</b>
<b>Population Served</b>	All children	All children	Entering children with WMLS-R <i>Broad English Ability</i> scores of 1, 2, 3 and/or children with ELPA composite scores of 1, 2, 3, 4	Entering children with WMLS-R <i>Broad English Ability</i> scores of 1, 2, 3 and/or children with ELPA composite scores of 1, 2, 3, 4
<b>Schools Offering</b>	All high schools	All high schools	All high schools	All high schools
<b>Where Conducted</b>	School-wide	Regular classroom	Class, small group or individual settings	Sheltered English content courses
<b>Frequency</b>	Ongoing	Daily	2-4 times/week	Daily
<b>Description</b>	Child and family welcomed and included in the life of the school and community	General classroom instruction using sheltered strategies to assure comprehensible input in all academic subjects.  Instructional support to assure active engagement in lessons in all academic subjects	Instruction in English language development, literacy, and content area vocabulary at each student's own proficiency level	Sheltered instruction designed to teach English along with cognitively challenging and grade appropriate content.
<b>Provided By</b>	School-wide staff  Classroom teacher  ESL teacher and/or assistant principal (AP)	Classroom teachers with preparation in sheltered instruction	Under the direction of ESL teacher or assistant principal (AP)	Content area teachers with special preparation for sheltered instruction (SIOP) or other preparation.

**Students Dually Identified for ESL and SPED Program Services**

**Coordination and Delivery of ESL and SPED Program Services**

How ELL/SPED students are identified and served is guided by federal and state laws – the understanding and implementation of which are reflected in this plan. The following summarizes legal and service considerations around how best to accomplish a personalized, individualized education for each ELL/SPED student.

ELL identification alone does not define a SPED need but can sometimes make it difficult to make a SPED identification. Under federal/state law, the district is required to identify all students who could potentially qualify for ESL program services (ELL identification data is sometimes useful in SPED identification). The procedures for identifying/qualifying these students are outlined in **Sections II & IIIA** of this document. ESL program services are

provided to all students who qualify for them; these services are defined by instructional experiences in English language development, not by the identification of the place or provider of the service.

The district's objective is to provide ESL and SPED program services in the way that best benefits each student as an individual and also meets legal requirements. Education decisions for SPED/ELL students is a collaborative effort involving the SPED/ESL Educational Team. Team members include: the general education teacher as appropriate, ESL teacher/principal designee, SPED teacher, specialists as appropriate (e.g. speech pathologists, school psychologists, etc.), administrators/other school personnel as appropriate (e.g. principal, AP, IC, SPED IC, etc.), and parents. Education delivery decisions are made on a student-by-student basis – there is not a black and white rule that can be applied to every student based on language proficiency, specific disability identification, etc.

There are specific considerations for the coordination and delivery of program services for ELL students in SPED program classes. The ESL teacher/principal designee provides consult service to SPED staff (e.g. may help develop language goals, may help identify instructional strategies relative to language development, may help in language proficiency assessment, etc.). Some SPED students (e.g. students in Life Learning, AIM, CRC) may not likely benefit from being pulled out of their classrooms or daily routine for their ELD instruction. English language development is integral to the student's entire day; as such, IEP goals and services are determined by the team with the consulting expertise of the ESL teacher. Where appropriate, direct ESL services (pull-out, class period, etc.) should be provided to those SPED students who could benefit from such (e.g. AA students, possibly some AIM students).

ESL considerations and services coordination are documented in the student IEP as follows:

- In the *Special Factors* section, "*Does the student have limited English proficiency?*", is checked "Yes".
- In the *Present Levels* section, how the student's disability affects the student's involvement and progress in the ELD curriculum (defined as the curriculum that is the same as for non-disabled ELL students) is indicated. This includes documentation of any inability to take parts or all of the annual ELPA testing (where appropriate) to allow for the proper administrative code to be applied to the ELPA assessment record at year-end.

In the *Service Summary* section, under *Supports for School Personnel*, the ESL teacher/principal designee is included as consult service. The level of consult service will vary depending upon each student's individual situation – considering type, degree, and number of disabilities.

### **Suspension of ESL Program Services**

The case may arise to consider suspension of ESL program services for a student who is dually identified (ELL & SPED) under the following conditions:

- There is documented evidence that further participation in the ESL program no longer benefits the student
- School teams (that include ELD and SPED staff) are in agreement that suspending ELD services are in the best interest of the student
- The student's parents are not only informed of but have participated in the decision making process

If the decision is reached to suspend ESL program services, it is recorded in the student's IEP – documenting that the student was participating in the ESL program and specifying the date services were suspended by agreement of the SPED/ESL school team and parents. This will continue to be documented on the IEP every year. Once ESL program services are suspended, the student no longer participates in annual ELPA testing and the following year, the student is no longer reported in the LEP data collection.

Students for whom ESL program services have been suspended are eligible for re-entry to the program when or if the SPED/ESL school teams agree that the student may again benefit from participation in the school's ESL program. Logistically, it is the SPED team's decision and responsibility to document the reinstatement need and initiate the re-entry process.

## **Parent Notification Procedures**<sup>37</sup>

The West Linn-Wilsonville School District has a policy directing that schools communicate with parents in a language they can understand. To this end, we attempt to communicate with parents who are native speakers of a language other than English whenever possible in their home language. We have a commitment to clear comprehensible communication. The district recognizes that the volume of school-to-home written communication and the number of home languages represented by our students creates a significant challenge which makes this goal difficult to meet.

Notification to parents of newly enrolled ELL students, of the availability and type of district ESL Program services and other options (procedures outlined in **Section IIA**) will be done in a language the parents understand.<sup>38</sup> The district will ensure communication of key communications relative to student grades and progress, student and parent handbooks, extracurricular activities, suspension, expulsion, IEPs and special programs, and other legal matters in a clear and comprehensible manner.<sup>39</sup> The district will ensure translation quality to the best of our ability, making every effort to protect confidential information in any communication.

Registration materials, report cards, and ESL program materials have been translated into Spanish. Further translation of district forms into other languages will be made as needed.

Upon entry into our schools, each family is asked to help the school identify a friend or acquaintance who can be a key communicator and translator for the family. This person is asked to relay messages and facilitate general conversations between the teachers and the family. When the key communicator is not available, the school will make every effort to locate a bilingual community member to translate and facilitate conversations between the teachers and the family.

The district hires qualified interpreters to serve at meetings and to translate documents for all legal meetings and communications including Special Education issues and disciplinary matters, to assure that parents are well-informed before making educational decisions for their children.

Information on the Oregon State Assessment system is available in Spanish, Russian and Vietnamese.

## **Facilities**

Students who are English Language Learners will have access to the district's educational program and will use facilities appropriate for their instruction and comparable to those facilities provided to other children. Principals will assure that adequate spaces are available for classrooms, small group meeting areas, and tutoring. Facilities used for ELL students will be equal to and a part of the regular school program.

# **Section V: Staffing and Professional Development**

## **Qualified English as a Second Language (ESL) Teachers** <sup>40</sup>

The district recruits, hires, and supports qualified ESL teachers for English Language Learners in ESL classes. ESL teachers engage in professional development to assure that they are updated on current best practices and the research based on second language learning. ESL teachers include teachers who:

- Hold ESOL endorsement
- Are working toward an ESOL endorsement
- Are attending classes and workshops for working with English Language Learners
- Have SIOP or GLAD training

<sup>37</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section IV.11

<sup>38</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section IV.9

<sup>39</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section IV.10

<sup>40</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section V.1

- Have language development training and experience
- Have multi-cultural training

### **Steps Taken to Develop Qualified Staff** <sup>41</sup>

- During participation in the three year Project TASK grant, the district sent five teachers to attend the Comprehensive Professional Development Project at Lewis and Clark College leading toward the ESOL endorsement.
- The district fully funded and supported an ESOL cohort program for district teachers. Twelve West Linn-Wilsonville teachers completed graduate coursework, and earned or are earning the ESOL endorsement. This district cohort program partners with Portland State University to bring the coursework to our campus. The graduate course sequence began in May 2005 and was completed fall 2006.
- The district is offered a third cohort of GLAD workshops which brought the total number of trained teachers to 75 at the end of summer 2007.
- The district has continued the last two years to conduct GLAD workshops (27 teachers), as well as offer SIOP training through ESD (35 teachers), with the objective of training as many of our regular classroom teachers as possible in these strategies for sheltered instruction.
- A district teacher-librarian is a recently certified GLAD trainer who is able to conduct initial workshop and follow-up training for our teachers.

### **Recruiting/Hiring Qualified Teachers** <sup>42</sup>

The district will hire teachers with specialized training where possible, and support the classroom teachers teaching in the general classroom where ELL children are included. The district values candidates with certification in ESOL or language development and those who have specific training in the strategies for sheltered instruction, cooperative learning, and differentiated instruction. Over the past years, the number of certified staff with ESOL endorsement has increased from 0 in 1997 to 11 in 2004 to 17 in 2009.

Qualified candidates for ESL teaching positions are recruited through postings on EdZapp, participation in the Oregon Professional Educator Fair, and ongoing relationships with specific colleges and universities (Pacific University, Portland State University, Lewis & Clark College, Western Oregon State University).

### **Professional Development for Instructional Assistants/Paraprofessionals**<sup>43</sup>

Professional development for paraprofessionals and office secretaries has been an essential element for the district. In addition to hiring multi-lingual staff, professional development has been needed in welcoming, phone strategies, instructional support in language, reading, mathematics, and supervision strategies for playgrounds, lunchrooms, etc.

Training is given in strategies to enhance learning for these paraprofessionals and any other paraprofessional working with ELL students. These strategies are focused around such topics as: reading strategies, active participation, and language development.

Each paraprofessional will be under the guidance of a certified staff member who will provide guidance and professional development to the paraprofessional based on observations and responses from concerns shared by paraprofessionals. Frequent observations of paraprofessionals and certified staff, along with analysis of student data, will allow the district to monitor the effectiveness of this professional development.

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<sup>41</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section V.1

<sup>42</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section V.2

<sup>43</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section V.3

## Professional Development Program Evaluation

All administrators participate in professional development. All teachers with ESL students in class will participate in professional development.

The full resources of the school district for professional development, a budget of nearly half a million dollars, stand behind all the following options:<sup>44</sup>

- Tuition reimbursement is granted at 21 graduate hours each year for every teacher (reduced to 12 credit hours for 2 years due to budget constraints)
- Teachers and administrators have opportunities to attend conferences at district expense
- District sponsored GLAD workshops
- ESD sponsored SIOP workshops
- District sponsored ESL Program meetings/training
- ESD offerings
- Leadership Forum
- ESL Administrative Program Guidance & Evaluation meetings
- Attendance at state, regional, and national conferences such as NABE and the Oregon Summer Bilingual Education conference.

Staff development needs are reviewed yearly in individual goal setting conferences (teacher and principal).<sup>45</sup> These needs/goals and subsequent professional development activities are recorded in MyLearningPlan.com. This program allows the district to link goals from the teacher to the school development plan, to district goals, and to school board goals. This system provides a continuously updated tool for assessing professional development needs. The data can be correlated to student outcomes thus providing one more way to assess the efficacy of professional development activities.<sup>46</sup> The district is reviewing possible use of other evaluation models to provide additional measures and information around professional development effectiveness and needs (e.g. Guskey, Kirkpatrick, et. al).

## Section VI: Reassessment, Reclassification, Exiting ELL Students

The West Linn-Wilsonville School District believes that the acquisition of English as a second language is a long-term process. Experts do not all agree, but most believe that full English proficiency is attained somewhere between 5 and 7 years. For some children the process is even longer. Each child will progress from beginning to proficient English in his or her own unique time and way. Language acquisition will be influenced by many factors and variables. English Language Learners will generally benefit from support even as they reach the higher levels of proficiency. It is clear from research and from our students' experience that withdrawing English language learning support too early may slow a child's academic progress.

ELL students are reassessed yearly using the Oregon ELPA to track their English language proficiency development. The district has established criteria to determine when students have developed sufficient language proficiency in speaking, writing, and comprehension of English to enable them to participate meaningfully in the education program – the time when ELL services are no longer required. Generally, this occurs when a child scores at Advanced, level 5, on the Oregon ELPA. Students satisfying the district criteria are exited from ELL services after review and approval by the Child Study Team. Exit from ELL services occurs at a reasonable and logical instructional point (e.g. middle/high school students would make changes in classes at quarter/semester end). Students not satisfying exit criteria continue to receive services through the district's ESL Program.

Rarely, some students may demonstrate at ELPA Early Advanced, level 4, sufficient English language proficiency allowing them to benefit from participation in the regular education program without assistance of ESL program

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<sup>44</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section V.5

<sup>45</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section V.4

<sup>46</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section V.6

services. These students could be considered for promotion out of the ESL Program. Conversely, some students may demonstrate a need for continuing services in the ESL Program even after scoring at ELPA Advanced, level 5. These students could be considered for retention in the ESL Program. In either case, the recommendation to promote or retain a student is initiated by the ESL teacher and is reviewed, considered, and approved/disapproved by the Child Study Team. Factors to be considered by the Child Study Team include: data from multiple assessments providing detailed information regarding the student’s progress in acquiring English language proficiency; written narrative outlining the student’s ESL program services, intervention strategies, and reasons for promotion/retention based on linguistic performance; and parental input regarding the recommendation. Promoted and retained students are still required to take ELPA during the district’s testing window.

Students exited from ELL program services are monitored for evidence of academic achievement one to three times a year for a 2-year period following exit. During this monitoring period, if there is evidence of insufficient academic achievement due to probable language proficiency issues, the student is reassessed using the Woodcock-Munoz Language Survey. Those students eligible for ELL services and for whom services are recommended by the Child Study Team and agreed to by the parent, are reinstated in the district’s ESL Program and again begin receiving ELL services. Insufficient academic achievement due to non-language proficiency reasons is addressed as it would be for a non-ELL student (e.g. guidance, special education, tutor center, mentoring) and the student continues in the 2-year monitoring period.

The following table outlines the district’s established procedures for the reassessment, reclassification, and exiting of ELL students.<sup>47</sup>

Reassessment, Reclassification, & Exiting – ELL Students		
Procedure Step/Action	Person Responsible	Outcome/Documentation
ELL students’ language proficiency is reassessed yearly (usually March-May) using the Oregon ELPA	Trained school personnel (e.g. ESL teacher, IC, psychologist, counselor, learning specialists, etc.)	<ul style="list-style-type: none"> <li>• ELPA test record created in Schoolmaster® reflecting date test was administered</li> <li>• ELPA score recorded in Schoolmaster® after reported back from ODE (6-8 weeks after test administered)</li> </ul>
Students who have developed sufficient English language proficiency are identified and approved for exit from ELL services	Trained & certified school personnel (e.g. ESL teacher, IC, psychologist, counselor, learning specialists, etc.)	<ul style="list-style-type: none"> <li>• Students with ELPA composite scores of 5 are approved for exit.</li> </ul>
Students recommended for promotion or retention relative to ELL services are identified ( <b>rare exception situations</b> ) – this can occur at any time during the school year	Trained & certified school personnel (e.g. ESL teacher, IC, psychologist, counselor, learning specialists, etc.)	<ul style="list-style-type: none"> <li>• Promotion: students demonstrating at ELPA Early Advanced, level 4, sufficient English language proficiency allowing them to benefit from participation in the regular education program without assistance of ELL services</li> <li>• Retention: students demonstrating a need for continuing services in ELL services even after scoring at ELPA Advanced, level 5</li> </ul>

<sup>47</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section VI.1

Reassessment, Reclassification, & Exiting – ELL Students		
Procedure Step/Action	Person Responsible	Outcome/Documentation
All relevant data is reviewed and a decision is made whether to approve the recommended student promotions/retentions (Child Study Team review meeting)	Child Study Team  (Desirable to have parent present – minimally, parent input should be obtained in a conference held prior to review meeting)	<ul style="list-style-type: none"> <li>• The following data is collected and summarized on the <b>Student Review for ESL Program Promotion/Retention</b> form for consideration by the Child Study Team:                             <ul style="list-style-type: none"> <li>✓ Language proficiency data from multiple assessments</li> <li>✓ Written narrative outlining student performance, ESL program services, relevant intervention strategies, reasons for promotion/retention recommendation based on linguistic performance</li> <li>✓ Parent input</li> </ul> </li> <li>• The <b>Student Review for ESL Program Promotion/Retention</b> form is completed (indicating decision whether to approve recommendation), signed (by meeting attendees) and placed in student's permanent education record file</li> <li>• <b>All</b> approved promoted/retained students are required to take ELPA during the district's testing window</li> <li>• Approved retained students continue receiving ESL program services as determined in review meeting</li> </ul>
Approved students are exited from the district ESL Program	Trained & certified school personnel (e.g. ESL teacher, IC, psychologist, counselor, learning specialists, etc.)	<ul style="list-style-type: none"> <li>• For exiting students:                             <ul style="list-style-type: none"> <li>✓ Schoolmaster® <i>ESL-Current</i> program record updated with exit dates</li> <li>✓ <b>Parent Notification of Student Exit from ESL Program</b> letter sent to parents; copy placed in student's permanent education record file</li> <li>✓ Schoolmaster® <i>ESL-Former</i> program record created for 2-year post-exit monitoring phase</li> <li>✓ Student's classroom teacher(s) notified of exit from ESL program either as a member of Child Study Team or through written/verbal communication from ESL teacher/principal designee<sup>48</sup></li> <li>✓ Student enters 2-year monitoring phase</li> </ul> </li> </ul>

The following table outlines the district's established procedures for monitoring exited students and for readmitting monitored students to the district's ESL Program when necessary:<sup>49</sup>

Monitoring & Readmitting – ELL Students		
Procedure Step/Action	Person Responsible	Outcome/Documentation
Students exited from the district ESL Program are monitored 1-3 times a year (for a 2-year period) for sufficient evidence of academic achievement	ESL teacher or principal's designee <sup>50</sup>	<ul style="list-style-type: none"> <li>• Student monitoring is tracked in Schoolmaster® by creating a student <i>Guidance: ELL Monitoring Check</i> record (indicating academic achievement status). Academic achievement includes :                             <ul style="list-style-type: none"> <li>✓ Classroom grades</li> <li>✓ Scores from Oregon Assessments (if any)</li> </ul> </li> </ul>

<sup>48</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section VI.2

<sup>49</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Sections VI.3 and VI.4

<sup>50</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section VI.5

<b>Monitoring &amp; Readmitting – ELL Students</b>		
<b>Procedure Step/Action</b>	<b>Person Responsible</b>	<b>Outcome/Documentation</b>
		<p>taken)</p> <ul style="list-style-type: none"> <li>✓ Classroom teacher observations/informal evaluation (“Can student do grade-level work with the same level of assistance as non-ELL student?”; “Does student’s work compare to acceptable work of a non-ELL student?”)</li> </ul>
<p>During monitoring phase, appropriate action is taken based on status of academic achievement</p>	<p>ESL teacher or principal’s designee</p>	<ul style="list-style-type: none"> <li>• Sufficient academic achievement: monitoring continues, no other action is taken</li> <li>• Insufficient academic achievement due to non-language proficiency issues: student referred to appropriate services (e.g. guidance, special education, specialist, etc.) and monitoring continues</li> <li>• Insufficient academic achievement due to probable language proficiency issues:                             <ul style="list-style-type: none"> <li>✓ Student is reassessed with the Woodcock-Munoz Language Survey</li> <li>✓ Woodcock-Munoz score is entered into Schoolmaster®</li> </ul> </li> </ul>
<p>Student considered for re-admittance to ESL program if Woodcock-Munoz assessment indicates eligibility (same criteria as Section IIIA: Assessment of LEP Students)</p>	<p>ESL teacher or principal’s designee, school administrator, student, and parent</p>	<ul style="list-style-type: none"> <li>• Meeting conducted (with parent, student, school staff) to review assessment results, status of academic achievement, and recommendation for re-admittance to ESL program</li> <li>• Parent and district agree student will be readmitted to ESL program:                             <ul style="list-style-type: none"> <li>✓ <b>Readmittance to ESL Program for English Language Learners</b> form completed and signed; original placed in student’s permanent education record file, copy to parents</li> <li>✓ Schoolmaster® <i>ESL-Former</i> (monitoring) program record updated with exit date</li> <li>✓ New Schoolmaster® <i>ESL-Current</i> program record created with appropriate information captured (need entry date, program entry date, etc.)</li> <li>✓ Student re-enters ESL program and begins receiving services – see <b>Section IV</b></li> <li>✓ Student’s classroom teacher(s) notified of readmittance to ESL program either as a member of Child Study Team or through written/verbal communication from ESL teacher/principal designee</li> </ul> </li> <li>• Parent disagrees with recommendation to readmit their child to ESL program:                             <ul style="list-style-type: none"> <li>✓ <b>Readmittance to ESL Program for English Language Learners</b> form completed and signed (indicating parent decision to decline ELL services at this time); original placed in student’s permanent education record file, copy to parents</li> <li>✓ Student continues in 2-year monitoring phase</li> </ul> </li> </ul>

## Section VII: ELL Students and Other District Programs

The West Linn-Wilsonville School District has a policy that all students including ELL students should have access to all district programs. Among the programs are Special Education, Title I, Gifted Education, Honors/AP courses, enrichment programs, summer school, and extra-curricular athletics/activities programs.

To assure all students access to all programs, the district provides administrators and school staff with clear information about the district commitment to equity and access. At each school, administrators direct processes for assuring all children access to all programs. The schools communicate options to all students and parents including ELL students. All information is translated/interpreted into parents' native language as required. The Child Study Team and school administration facilitate communication about opportunities and access to programs.<sup>51</sup>

The Child Study Team will make full consideration of the child's program options and will use assessment tools that take into account the child's language proficiency when considering placement in any district programs. The district will use varied assessment tools including non-verbal assessment when necessary to assure accurate assessment information. For example, in the identification of children for Gifted Education, the RAVEN, a non-verbal assessment of intellectual level, is used to screen all students.<sup>52</sup>

Special Education identification for ELL students is a particularly challenging process. Determining whether the learning issues arise from language or from other sources is a difficult task requiring good assessment information, expertise, and professional judgment. The district funds specialists in Speech and Psychology with expertise in ELL/Special Education identification. In some cases, the district calls upon experts at the ESD to help make Special Education determinations for ELL students. The district is increasing capacity in this area with staff training on this issue of Special Education for ELL students.<sup>53</sup>

The district encourages participation in activities and athletics and other extracurricular activities at all levels. Information about opportunities is shared with students and disseminated to parents at parent conferences, parent meetings, through school newsletters and flyers, and on the district's and schools' websites.<sup>54</sup> A very large percentage of our students at all grade levels participate in school activities and athletics. Special effort is made to assure recruitment, personal contact, and a welcoming environment, that assures access to all students. Scholarships are generously given when fees are a potential deterrent to student participation.

## Section VIII: Parent and Community Involvement

### Program Communication

Information regarding NCLB and related ESL Program rights (identification, evaluation, and services) is first communicated to parents during the initial family interview. Consistent with NCLB guidelines, all parents are given NCLB-related information throughout the school year with individual student reports, school and district report cards, and other required notifications.<sup>55</sup>

Ongoing communication with parents of ELL students occurs in parent-teacher conferences, written communications, and periodic phone calls. Interpretation is provided in these setting when needed. Processes and procedures used to inform parents of their child's placement and progress in the district's ESL Program are detailed in **Sections II, IIIA, and VI** of this plan; the associated forms are included in the **Appendix** of this plan. Translated information (as needed) is given or sent to parents when information about program placement, report

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<sup>51</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section VII.2

<sup>52</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section VII.1

<sup>53</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section VII.1

<sup>54</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section VII.3

<sup>55</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section VIII.1

cards, special programs, assessment, student rights and responsibilities, summer school, and extracurricular programs is communicated.<sup>56</sup>

## **Parent/Community Participation** <sup>57</sup>

Parent influence, participation, voice, and guidance around district programs and the education of children are hallmarks of the West Linn-Wilsonville School District. At a broad level, parents directly advise the administration and school board on directions, program changes, and enhancements through surveys, committees, advisory groups, and open participation in meetings. In addition, extensive participation in program decisions is facilitated for each family with each of their own children.

Parents serve on stewardship committees, school committees, school and district advisories, site councils, PTOs, booster clubs, and Music and Arts Partners. Parents volunteer service to the classroom and school, helping make the community aspirations for quality programs come alive. Parents of ELL children participate in all the roles described above. The district has purchased an interpretation system to be used at district and school level meetings. The headsets allow parents to listen to a live interpretation in their own language, of the messages and information being presented.

Parents of ELL children have influence on program changes, program improvements, and new program offerings. One example of the influence and effectiveness of parents of ELL children on program improvement can be seen in the recommendation and implementation of homework clubs and after-school tutoring. The particular design recommended by parents is a parent/child program where parents and students come together for tutoring and support. Parents of ELL children were influential in designing evening meetings that engage parents and children in literacy work together. Parents of ELL children on an advisory committee made a case for more access to books in the home. The Book Angels program developed from this need. This same advisory committee is currently examining more ways for children to strengthen literacy in first language as they become proficient with English.

## **History**

West Linn-Wilsonville School District participated in the three year Project TASK grant, a partnership program for schools and families of English language learners sponsored through Lewis and Clark College. With those grant dollars, a steering committee of ELL parents, teachers, and administrators met monthly to discuss issues and to make recommendations for continuous improvements in the ELL program. Those ideas led to many program improvements and contributed to the general continuous improvement of our schools. Parents' ideas about improvements have been moved from idea to action many times over the past several years. Examples are found in the homework clubs, summer school, summer lunch program, bilingual materials, meeting agendas, formats for meetings, and methods of communication.

West Linn-Wilsonville created a partnership with organizers from Latino Apoyo, a community parent support group, to develop a compact between our Latino Parent Club and the school district. The Superintendent and his administrative team met with member of the community throughout the summer of 2002 creating a working partnership, and drafting agreements that represent the common commitments, hopes, and aspirations of the school district and parents for the education of each child. These agreements define common ground and directions for the education of ELL children. A formal signing ceremony and community celebration was widely attended. The press publicized the effort in both Spanish language and English language newspapers and journals. A generous community member, who saw the press stories about the parent-district partnership, has sent unsolicited financial gifts, \$1000 each year, to further work of the schools on behalf of ELL children.

Over the last five years, involvement of ELL parents has gradually integrated and grown within many school and district activities, e.g., classroom/office volunteers, site council members and PTA members.

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<sup>56</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section VIII.2

<sup>57</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section VIII.3

## Parent Involvement Organizational Settings

During the past several years the West Linn-Wilsonville School District sponsored and created a partnership with the following parent groups or organizations:

- Latino Parent Advisory – This group meets with administrators to discuss issues and explore action for new ideas. The group provides an important place for parent voice. From this group came the Book Angels program.
- Latino Parent Club - The Latino Parent Club is an energetic group supported by the district. The evening meetings begin with potluck dinner and provide child care. Parents are involved in interactive discussions on various topics of interest to them. In the past, topics have included reading, mathematics, No Child Left Behind, and student safety related to drugs. This group enjoys a special relationship with the district Superintendent, who expresses his strong commitment to each child and family, with his time and attention to this group.
- English for Parents - Parents requested an English for Parents class that has met in varied formats over the past seven years. In addition, other parents attend the Clackamas Community College English for Spanish Speakers class.
- Parent Volunteerism - At each of our schools parent volunteerism is highly organized and represents a community culture of support for the schools. Parents of ELL children are engaged in volunteering at school. Each school has made a special effort to engage ELL parents in volunteering at school with growing success. Parents volunteer efforts in offices, libraries, classrooms, and homework clubs. They volunteer at CREST, the district environmental learning center, and to accompany children on field trips.

## Section IXA: Program Evaluation, Review, and Improvement

### Process Description

The West Linn-Wilsonville School District uses a school improvement curriculum review and renewal process to continually evaluate, review, and improve school district programs. The ESL Steering committee, a subset of the district Leadership Forum, takes the stewardship role for the evaluation, review, and renewal of the English as a Second Language Program. Through the analysis of language learning data and subgroup data, and student performance data and subgroup data, we evaluate the effectiveness of our ESL Program in action. The evaluation is focused on attainment of performance relative to AMAO Criteria 1, 2, and 3.<sup>58</sup>

Data is collected on the spring assessment timeline described in Section VI. Data is stored in the West Linn-Wilsonville School District student information system (Schoolmaster®). Results are reviewed by the certified ESL instructors, administrators, and Child Study Team at each school. Educational plans for each child are continued, modified, or further developed through this process.

The ESL Steering Committee annually gathers data, reviews progress on goals and objectives, plans improvements, and makes recommendations to the Superintendent. The process responds to concerns identified in the evaluation process and takes into account information provided by stake-holders and persons responsible for implementing recommended changes.<sup>59</sup>

The process for program evaluation, review, and improvement includes:

1. **Reviewing all elements (goals, services, processes) of the program – taking a comprehensive scope<sup>60</sup>**
  - a. Welcoming goal: Is the school able to make improvements in the way we welcome and include families? What strategies make families feel welcome and included in the school?

<sup>58</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section IX.A.1

<sup>59</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section IX.A.1

<sup>60</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section IX.A.4

- b. Learning English: What is the effectiveness of this element of our program? Are we meeting AMAO targets? Schedules? Staffing? Staff Development? Instructional approaches and supports?
  - c. Learning in Academic Subjects: What is the effectiveness of this element of our program? Are we meeting AYP targets? What is the experience of the students? Teachers? Staff Development?
  - d. Processes and Implementation: Are the programs being implemented with quality? Are the procedures and processes clear, well understood, and properly implemented?
  - e. Exiting and Monitoring: Have programs been sufficient to allow successful exiting of the program? Is support in place to help the student overcome any problems during this period?
  - f. Recording and Reporting Data: Is the data represented in the proper way in Schoolmaster®? Is the reporting to the state accurate?
- 2. Examination of factors contributing to district not meeting AMAO targets<sup>61</sup>**  
Possible factors to consider include:
- a. Clarity of thinking and communication regarding ESL Program Plan
  - b. Sufficiency of detail and descriptions of processes and procedures in the ESL Program Plan
  - c. Quality of process and procedures implementation
  - d. Quality of instructional delivery implementation
  - e. Quality of staffing and staff development
  - f. Accuracy of data collection and reporting
- 3. Process for addressing the factors that prevented district from meeting AMAO targets<sup>62</sup>**  
Steps include:
- a. Identify stakeholders impacting or who are impacted by the identified factors
  - b. Ensure stakeholder understanding of the factors that contributed to not meeting AMAO targets
  - c. Secure stakeholder commitment to be part of the process to address the identified factors
  - d. Provide stakeholder support in making changes as they are identified and implemented
- 4. Collecting information and data on student performance and English language development<sup>63</sup>**
- a. ELPA annual assessment: Careful attention will be given to the language acquisition data gathered through the ELPA assessment. It is our goal that each student shows at least one year's growth each year he/she is served as a Level 1 or 2 learner, and every 2 – 2 ½ years for movement from Level 3 to 4 and exit status.
  - b. Academic progress consistent with district goals, both individual and subgroup data: Student progress is evaluated to implement and understand current state and design modifications specific to a student or subgroup. Particular attention is paid to information that adds understanding, and allows the team to evaluate program effectiveness and modify for improvement.
    - Statewide Assessments
    - Statewide Performance Assessments
    - AYP targets
    - Classroom performance assessments
    - Teacher checklists and observations
    - Portfolios
  - c. Other school and sub-group data:
    - Grade point averages
    - Graduation rates
    - Participation in district programs
    - Drop-out rates
    - CIM acquisition
- 5. Review of results<sup>64</sup>**
- a. Identifying program implementation or student outcome concerns that require improvement

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<sup>61</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section IX.A.2

<sup>62</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section IX.A.3

<sup>63</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section IX.A.5

<sup>64</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Sections IX.A.6, IX.A.10, & IX.A.11

- b. Examining data for assessment of performance for comparison and alignment with the district goals and objectives for all students and for ELL students in particular
  - c. Verifying ELL student performance is consistent with the district's goals
  - d. Insuring the district ESL program is effective – is working
- 6. Suggesting, studying, and deciding plans for modification and improvement<sup>65</sup>**
- a. Involve administrators, teachers and parents (to provide multiple viewpoints/considerations)
  - b. Identify desired end objectives for any plan (using all data collected)
  - c. Study, evaluate, and bring understanding to various aspects of any plan (complexities and subtleties)
  - d. Provide multiple plan options
  - e. Make recommendation for plan (considering costs, effectiveness, etc.)
- 7. Implementing program changes<sup>66</sup>**
- a. Communicate changes to all stakeholders
  - b. Secure district and building administrators' support and involvement
  - c. Adjust staffing as required
  - d. Provide professional development as required
  - e. Provide oversight and support of change implementation
- 8. Conducting ongoing review and yearly goal setting<sup>67</sup>**
- a. At the school and department level (SIP process) as well as the district level (CDIP process)
  - b. At the program level (ESL Steering Committee) with report and recommendations to Superintendent

### **Title III Program Review**

In February 2008, ODE conducted a NCLB Title III Program review and monitoring visit with the district. At that time, a comprehensive review of the district plan was completed. The findings and response reports are on file at ODE. Major findings included:

- Exit/entry criteria not clear to staff at the schools; criteria are applied subjectively across the district
- ELD instruction for each language proficiency level not appropriately implemented; standards-based instruction not in place
- ELD program not supported by appropriate instructional materials

## **Section IXB: Program Evaluation, Review, and Improvement**

Over the last twelve years, the West Linn-Wilsonville School District has progressed from no ELL plan to one that is now significantly upgraded through a continuous improvement process. The program responds to a range of needs – from scenarios with only a few ELL students (1-12) at a school to those schools with significant numbers of ELL students (15-125). The district program has developed capacity among classroom teachers in welcoming and educating ELL students.

With participation by teachers, administrators, and parents of ELL students, the ESL Steering Committee has considered, tried, adjusted, and rejected some practices as well as implemented improved practices over the past several years as a result of learning from research, from data, from parent feedback, and/or from professional judgments about the efficacy of the activity.

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<sup>65</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section IX.A.7

<sup>66</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section IX.A.8

<sup>67</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Section IX.A.9

## Ineffective Practices/Activities<sup>68</sup>

### 1. Primary ELD integrative classrooms

At one of our primary schools, the elements of the full and integrative elementary curriculum were taught as a context for practicing the language skills taught in ELD. English language proficiency progress (ELPA scores, academic performance indicators) for these children was generally less than the progress of other children in pullout environments. A decision was made to discontinue the ELD integrative classroom approach.

### 2. Gifted identification of ELL children

Our low number of identified gifted ELL children is resulting in a review of the district gifted identification process to insure consistent implementation amongst our schools. We are trying to identify potential awareness, communication, or procedure issues that may need to be addressed.

## New Practices/Activities<sup>69</sup>

### 1. Clarification of district entrance/exit criteria

The district's ESL program document has been revised to incorporate clarifications to entrance/exit criteria as well as the new promotion/retention guidelines outlined by ODE. These changes were reviewed and discussed with district ESL teachers and administrative staff at various meetings to insure consistent and objective implementation across the district.

### 2. Data collection completeness and accuracy

Early in 2008 the district conducted a detailed review of our Schoolmaster® ELL student records and identified a variety of incorrect data which were researched and corrected. Since that time, the district conducts regular reviews (1-2 times a year) of ELL student records to insure completeness and accuracy of all data. A district staff person works with the school ESL teachers and office staffs relative to procedures for ESL program data collection and recording.

### 3. Review of ESL program instructional materials

The district reviewed our adopted materials and verified they are aligned with state ELP standards (which they were). An inventory of all ESL program instructional materials was undertaken at each school. Where missing or insufficient, materials were purchased for a few of the schools (mostly schools whose ELL populations had grown in the last couple of years and for whom materials had not been needed or purchased when first adopted in 2003-2004).

### 4. Professional development workshops focused on ELP standards

January through June 2008, the district conducted a series of six professional development workshops for our ESL teachers focusing on English language proficiency standards-based instruction and associated instructional strategies. A sampling of the topics and activities which were covered: examination of state ELP standards, alignment of standards with district adopted curriculum and materials, folding language proficiency targets into instruction, and various strategies for language proficiency instruction, observation, and assessment. Teachers also observed/debriefed a real classroom ELD lesson and developed/demonstrated their own ELD lessons using district-adopted materials. These workshops brought

### 5. Review grouping of students according to proficiency levels for ELD instruction

Conversations with principals were conducted to examine groupings and schedules of ELD instruction at the primary level to verify children are grouped according to proficiency level. Principals reviewed the practice at each school to verify alignment with the district program design; adjustments to groupings and schedules were made as needed. The requirement that ELL children are to be instructed in ELD at his or her proficiency level was reinforced with principals and teachers. Instructional groupings of ELL students are reviewed each year considering ELPA scores and academic performance indicators.

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<sup>68</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Sections IX.B.1 and IX.B.2

<sup>69</sup> ODE Guidance for Developing and Evaluating the ELD District Plan (2009-11): Sections IX.B.3 and IX.B.4

**6. Content based ESL courses**

As we train more numbers of our high school teachers in SIOP strategies, we are identifying and implemented additional content based ESL courses in both high schools.

**7. Staffing adjustments**

As the number of ELL students has grown and changed from a few in some schools to a much larger number, the ESL Steering Committee, along with principals and district administrators, makes recommendations for adjustment of staffing to meet the emerging needs. Staffing adjustments are considered and made each year to be responsive to the students who attend our schools.

**8. Increased district level of awareness and tracking relative to translation and interpreting needs**

The district continues to translate documents as required to facilitate communication with ELL families. We have added an additional data field to our Schoolmaster® system to track the need for an interpreter (and the associated language) for parent communication. This is helpful for preparing for parent conferences, IEP meetings, etc. We have an ESL teacher who recently completed the train-the-trainer workshop offered by ESD on "How to Work with an Interpreter". We are now rolling this training out to the schools in the district.

# I AM TWO PEOPLE

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I am two people inside  
At school I speak Spanish  
I can almost imagine  
Two sides between  
Like a planet cut in half  
One side is my Spanish and  
The other is my English  
I feel like two different people inside me  
I am glad to be able to  
Speak two different languages  
I translate for my mom  
I don't know some words in Spanish  
I sometimes feel like  
I have been ripped from my family like in Mexico  
Like a paper ripped into pieces  
But I am glad to be able to speak two languages

Jose  
5<sup>th</sup> Grade  
Willamette Primary School  
West Linn-Wilsonville School District

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## **Appendix: ESL Program Forms**

This appendix contains the forms referenced in the following sections of this document:

### **Section II: Identification of Students – Primary Home Language Other Than English (PHLOTE)**

- Family and Student Language Information (optional)

### **Sections IIIA & IIIB: Assessment of LEP Students**

- Parental Notification of Services for English Language Learners
- Parental Notification – Services for English Language Learners Not Required
- Continuation of Services for English Language Learners
- Parent Request to Discontinue or Not Accept Program Services for English Language Learners

### **Section VI: Reassessment, Reclassification, Exiting ELL Students**

- Student Review for ESL Program Promotion/ Retention
- Parent Notification of Student Exit from ESL Program Services
- Readmittance to ESL Program for English Language Learners

West Linn-Wilsonville School District  
English as a Second Language (ESL) Program

Family and Student Home Language Information

Student Name: _____	Date: _____
School: _____	Grade: _____
Name & Title of Individual Completing Form: _____	

**Language Information**

What is the <b>mother's/female guardian's</b> native language?	
What is the <b>father's/male guardian's</b> native language?	
What language is spoken <b>by mother to this child</b> ?	
What language is spoken <b>by father to this child</b> ?	
When <b>speaking to others</b> what language does <b>this child</b> use most often to communicate...	
• with <b>mother or female guardian</b> ?	
• with <b>father or male guardian</b> ?	
• with <b>other guardian/child care provider</b> ?	
• with <b>siblings</b> ?	
• with <b>other relatives</b> ?	
• with <b>friends</b> ?	
What language did this child <b>first</b> speak when learning to talk?	
At what age was this child first exposed to English?	
How?	
Does this child use <b>more than one language</b> in the same sentence?	Yes <input type="checkbox"/> No <input type="checkbox"/>
What language(s) do the parents/guardians read and write?	
Do the parents/guardians request to receive oral and/or written language communication from the school in a language <b>other than English</b> ?	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>If "YES", which language?</b>	
If an interpreter is required for parent conferences, which language?	
Name of person who assists family with English communication with the school	

Home Language Survey record updated in SchoolMaster on: \_\_\_\_\_

### Language Learning Background Information

Level: Grade(s)	Country	School	Language of instruction	Supports provided (ESL, Bilingual, etc.)

### Other Notes

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West Linn-Wilsonville School District  
English as a Second Language (ESL) Program

Parental Notification of Services for English Language Learners

Student Name: _____	Date: _____
School: _____	Grade: _____

Your child qualifies for services for English Language Learners based on English language proficiency levels assessed by the Woodcock-Munoz Language Survey. Your child will be given assistance until he/she meets grade level standards. This usually takes about 5 years, but there is no time limit on assistance. Your child is eligible for assistance in learning academic English and for support in math, science, health, and social studies while he/she is learning English. Your child is at the following levels in English:

<b>Test Date:</b>
<b>Levels Description</b>
Level 1: Negligible
Level 2: Very Limited
Level 3: Limited
Level 4: Fluent
Level 5: Advanced

Woodcock-Munoz Language Survey Results		
Type of Language	Student's Level	Fluency Level
<b>Broad English Ability</b>		<b>Meets/Exceeds Level 4</b>
<b>Oral Language Ability</b>		<b>Meets/Exceeds Level 4</b>
<b>Reading-Writing Ability</b>		<b>Meets/Exceeds Level 4</b>

Your child is being provided the following services (marked with an X):

- Sheltered Instruction
- ESL Pullout / ESL Class Period: English Language Development (ELD)
  - Instruction in writing
  - Instruction in reading
  - Instruction in speaking
  - Instruction in listening
- Content Based ESL
  - Support in math
  - Support in science
  - Support in social studies
  - Other: \_\_\_\_\_
- Additional Support
  - Homework help
  - Before or after school program
  - Other: \_\_\_\_\_
  - Available first language materials
  - Summer school
- Comments: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

This support will meet the educational strengths and needs of your child by:

- Providing ELL instruction at their current language level
- Building on what your child knows about math, science, health, and social studies
- Using what your child already knows about language to learn English

These services help your child learn English by:

- Providing English instruction
- Focusing on English skills that need development
- Teaching key words in the areas of math, science, health, and social studies
- Helping to understand the classroom reading and language arts program

These services will help your child meet age-appropriate standards and meet graduation requirements by:

- Placing your child in an age-appropriate grade
- Focusing on academic language
- Teaching the language, skills and knowledge needed to participate in grade level instruction
- Including grade level standards in ELL classes
- Giving high school credit for ELL courses

There are many ways for you as parents/guardians to actively participate in the education of your child at our school, including:

- Participating on the school site council
- Volunteering to help in the classroom or at the school
- Attending parent/teacher conferences
- Getting suggestions and support from school staff for helping your child at home

Please talk with your child's classroom teacher(s), ESL teacher, school counselor/instructional coordinator, or principal for more information.

**For Secondary School Students:** Information on graduation rates for students in the West Linn-Wilsonville School District can be found on the ODE website: <http://www.ode.state.or.us/search/page/?id=878>

**Note concerning Special Education:** If your child is receiving special education services, you will receive information concerning how ESL Program services will help your child meet the goals of his/her Individual Educational Plan (IEP).

**Parental rights:** You have the right to have your child removed from these ESL services. You have the option to decline to enroll your child in these services. To change services or request a discussion about services, please call your school principal.

If you have questions please call: \_\_\_\_\_ at \_\_\_\_\_.

West Linn-Wilsonville School District  
English as a Second Language (ESL) Program

Parental Notification – Services for English Language Learners Not Required

Student Name: _____	Date: _____
School: _____	Grade: _____

Based on English language proficiency levels assessed by the Woodcock-Munoz Language Survey, your child was determined to be fluent in English and not in need of English Language Learner services. Your child is at the following levels in English:

<b>Test Date:</b>
<b>Levels Description</b>
Level 1: Negligible
Level 2: Very Limited
Level 3: Limited
Level 4: Fluent
Level 5: Advanced

Woodcock-Munoz Language Survey Results		
Type of Language	Student's Level	Fluency Level
Broad English Ability		Meets/Exceeds Level 4

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

There are many ways for you as parents/guardians to actively participate in the education of your child at our school, including:

- Participating on the school site council
- Volunteering to help in the classroom or at the school
- Attending parent/teacher conferences
- Getting suggestions and support from school staff for helping your child at home

Please talk with your child's classroom teacher(s), school counselor/instructional coordinator, or principal for more information.

<b>Parental rights:</b> To change services or request a discussion about services, please call your school principal.
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If you have questions please call: \_\_\_\_\_ at \_\_\_\_\_.

West Linn-Wilsonville School District  
English as a Second Language (ESL) Program

Continuation of Services for English Language Learners

Student Name: _____	Date: _____
School: _____	Grade: _____

Your child was receiving ESL program services at his/her previous school district and will continue to receive ESL program services here in the West Linn-Wilsonville School District. Your child will be given assistance until he/she meets grade-level English Language proficiency standards (scores at Advanced, level 5, on the Oregon ELPA). Your child is eligible for assistance in learning academic English and for support in math, science, health, and social studies while he/she is learning English.

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Your child is being provided the following services (marked with an X):

- Sheltered Instruction
  
- ESL Pullout / ESL Class Period: English Language Development (ELD)
  - Instruction in writing
  - Instruction in reading
  - Instruction in speaking
  - Instruction in listening
  
- Content Based ESL
  - Support in math
  - Support in science
  - Support in social studies
  - Other: \_\_\_\_\_
  
- Additional Support
  - Homework help
  - Before or after school program
  - Other: \_\_\_\_\_
  - Available first language materials
  - Summer school
  
- Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This support will meet the educational strengths and needs of your child by:

- Providing ELL instruction at their current language level
- Building on what your child knows about math, science, health, and social studies
- Using what your child already knows about language to learn English

These services help your child learn English by:

- Providing English instruction
- Focusing on English skills that need development
- Teaching key words in the areas of math, science, health, and social studies
- Helping to understand the classroom reading and language arts program

These services will help your child meet age-appropriate standards and meet graduation requirements by:

- Placing your child in an age-appropriate grade
- Focusing on academic language
- Teaching the language, skills and knowledge needed to participate in grade level instruction
- Including grade level standards in ELL classes
- Giving high school credit for ELL courses

There are many ways for you as parents/guardians to actively participate in the education of your child at our school, including:

- Participating on the school site council
- Volunteering to help in the classroom or at the school
- Attending parent/teacher conferences
- Getting suggestions and support from school staff for helping your child at home

Please talk with your child's classroom teacher(s), ESL teacher, school counselor/instructional coordinator, or principal for more information.

**For Secondary School Students:** Information on graduation rates for students in the West Linn-Wilsonville School District can be found on the ODE website: <http://www.ode.state.or.us/search/page/?id=878>

**Note concerning Special Education:** If your child is receiving special education services, you will receive information concerning how ESL Program services will help your child meet the goals of his/her Individual Educational Plan (IEP).

**Parental rights:** You have the right to have your child removed from these ESL services. You have the option to decline to enroll your child in these services. To change services or request a discussion about services, please call your school principal.

If you have questions please call: \_\_\_\_\_ at \_\_\_\_\_.

West Linn-Wilsonville School District  
English as a Second Language (ESL) Program

Parent Request to Discontinue or Not Accept  
ESL Program Services for English Language Learners

Student Name: _____	Date: _____
School: _____	Grade: _____

On \_\_\_\_\_, school staff and the parent(s)/guardian(s) of the above-named student met (per parent request) to discuss ESL program services their child is eligible for and is receiving or could receive. At that time, the parent(s)/guardian(s) declined ESL program services available for their child. The student will no longer receive ESL program services as of \_\_\_\_\_.

Meeting attended by:

Name	Position	Date
	ESL Teacher/Principal Designee	
	Administrator (Principal, Assistant Principal, Instructional Coordinator)	
	Parent/Guardian	

**Parent Request to Discontinue/Not Accept ESL Program Services for English Language Learners**

I, \_\_\_\_\_ (parent/guardian) of \_\_\_\_\_ (student) have been informed of my right to decline to have my child enrolled in the English language development 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 development program.

\_\_\_\_\_ Withdraw my child from the program offered by the school.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

**Parental rights:** To change services or request a discussion about services, please call your school principal.

ESL Program record updated in SchoolMaster on: \_\_\_\_\_

West Linn-Wilsonville School District  
 English as a Second Language (ESL) Program  
 Student Review for ESL Program Promotion/Retention

Student Name:	School:	Home Language:
ESL Teacher/Staff Designee:	Grade/Teacher:	# Years in ESL Program:

<b>SUPPORTING ASSESSMENT DATA</b>		
<b>Language Proficiency Assessments</b>		
<u>Oregon ELPA</u> Total Composite Proficiency Level _____ Total Composite Scale Score _____ Subtests: Reading _____ Writing _____ Listening _____ Speaking _____ Comprehension _____ Date: _____	<u>Woodcock-Munoz</u> Broad English Ability Score _____ Oral Language Ability Score _____ Reading-Writing Ability Score _____ Date: _____	
<b>Oregon State Assessments</b>		
<u>Writing Assessment or Writing Work Sample</u> Ideas & Content _____ Organization _____ Voice _____ Word Choice _____ Sentence Fluency _____ Conventions _____ Date: _____	<u>TESA-Reading/Literature</u> (Exceeds, Meets, etc.) _____ Date: _____  <u>TESA-Mathematics</u> (Exceed, Meets, etc.) _____ Date: _____	
<b>Classroom Grades</b>		
<u>Grades K-5</u> (Making appropriate progress for grade level?) YES/NO Reading _____ Writing _____ Mathematics _____ Other: _____ Reporting Period: _____	<u>Grades 6-12</u> English Language Arts _____ Mathematics _____ Social Studies _____ Science _____ Other: _____ Reporting Period: _____	GRADE/GPA _____ _____ _____ _____ _____
<b>Other Assessment Measures</b>		
<u>SOLOM</u> LEVEL Comprehension _____ Fluency _____ Vocabulary _____ Pronunciation _____ Grammar _____ Date: _____	<u>Other Available Assessment</u> (Please check & attach): Portfolio Assessment _____ Anecdotal Records _____ Other: _____ Other: _____ (Assessments that emphasize linguistic ability rather than core content knowledge.)	

**PROMOTION / RETENTION JUSTIFICATION**

Student is Recommended for:                      **Promotion**                      **Retention**                      (please circle)

**Explain in sufficient detail the reason(s) for promoting/retaining the student based on the student's linguistic performance.**

**Describe intervention strategies in which the student participated (promotion) or those recommended to be implemented in the following year that will ensure rapid success in transitioning to the regular education program (retention).**

**Describe other factors directly affecting the student's readiness for promotion or need for retention.**

## PARENT INPUT

Parents are to be notified in writing and a conference conducted to inform them of the recommendation to promote or retain their student (relative to ESL program services). This conference is to be held prior to making the final decision.

**Date of Parent Conference:**

**Summarize parent input (agreement, disagreement, concerns, questions, etc.)**

## CHILD STUDY TEAM DECISION

Please indicate with "X" in appropriate boxes:

Recommendation for:

PROMOTION

RETENTION

Is:

APPROVED

Effective Date: \_\_\_\_\_

NOT APPROVED

**Comments:**

## CHILD STUDY TEAM SIGNATURES

Name	Position	Date
	Classroom Teacher	
	ESL Teacher/Staff Designee	
	Administrator (Principal, Assistant Principal, Instructional Coordinator)	
	District Administrator	
	Parent (if present)	



## West Linn-Wilsonville School District

P.O. Box 35 · West Linn, Oregon 97068 · 503-673-7000

### Parent Notification of Student Exit from ESL Program

[date]

[school name]

[parents names]

[address]

[city, state zip]

Re: [student name] – Exit from ESL Program

Dear [parents names]:

Based on your child's performance on the state English Language Proficiency Assessment (ELPA), [child's first name] has achieved an advanced level of English proficiency and should do well without ELL services. Therefore, your child has been exited from the district ESL Program and is no longer receiving ESL program services.

For the next two years, we will continue to monitor your student's achievement and progress (classroom grades, assessment scores, teacher observations) and provide academic support as needed.

Congratulations to you and [child's name]! And thank you for all you do to support your child's education.

If you have any questions, please call me at [ESL teacher's/staff designee phone number].

Sincerely,

[ESL teacher/staff designee name]

ESL Teacher [or staff designee title]

[School name]

West Linn-Wilsonville School District  
English as a Second Language (ESL) Program

Readmittance to ESL Program for English Language Learners

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_  
School: \_\_\_\_\_ Grade: \_\_\_\_\_

The above-named student is recommended for readmittance to the district's ESL Program.

The reason(s) for readmittance: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

On \_\_\_\_\_, school staff consulted with the student and the student's parent(s)/guardian(s) regarding readmittance to the district's ESL program.

Decision of parent(s)/guardian(s) [please check one]:

- YES**, I agree with the decision to readmit my child to the district's ESL Program.
- NO**, I do not agree with the recommendation to readmit my child to the district's ESL Program and am declining any further ELL services for my child at this time.

Signatures:

Name	Position	Date
	ESL Teacher/Principal Designee	
	Administrator (Principal, Assistant Principal, Instructional Coordinator)	
	Parent/Guardian	

ESL program record updated (if necessary) in SchoolMaster by school office on: \_\_\_\_\_.

**Parental rights:** To change services or request a discussion about services, please call your school principal.