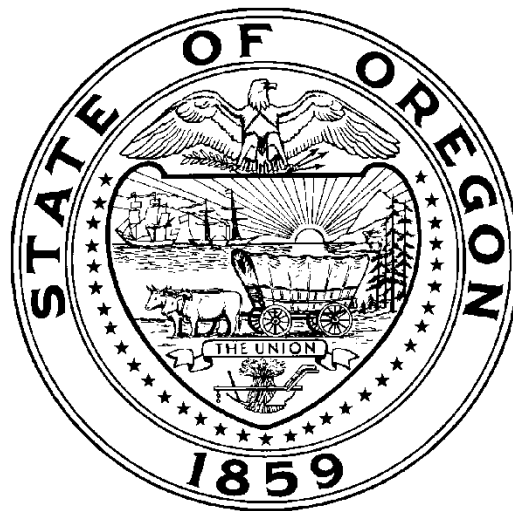


**2015-17**  
**EL Plan of Service**  
**POLICY AND TECHNICAL MANUAL**



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# OREGON DEPARTMENT OF EDUCATION

## Title III Local Plan (2015-17)

### Signature Page

**Submission Date:** \_\_\_\_\_

**District Name:** \_\_\_\_\_

**District Address:** \_\_\_\_\_

**City, State and Zip code:** \_\_\_\_\_

**District Phone Number:** \_\_\_\_\_

**District Superintendent:** \_\_\_\_\_

(Name)

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Title III Director:** \_\_\_\_\_

(Name)

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## TITLE III ASSURANCES

Districts receiving Title III funds, either directly or through a Title III Consortium, must agree to spend Title III funds on two required activities: 1) increase English proficiency and student academic achievement of ELLs (English language learners); and 2) provide high-quality professional development to classroom teachers, principal, administrators, and other school or community based or organizational personnel involved in the education of ELLs. (Sec. 3115)

All Title III activities must be directly linked to the goals of this program: 1) Assist ELLs (English language learners) in attaining English proficiency; 2) Assist ELs in meeting the state's academic standards; 3) Develop high quality English language instruction programs for ELs; 4) Develop and enhance high quality instruction programs designed to prepare ELs to enter all-English instruction settings; 5) Build capacity to establish, implement, and sustain language instruction programs and programs of English language development for ELs; and 6) Promote parental and community participation in language instruction for the parents and communities of ELs. (Sec. 3102)

In accordance with the provisions of Title III, the signature below assures the Oregon Department of Education (ODE) that the district or consortium lead agency will submit a sub-grant application that addresses Title III requirements. The district, or the consortium lead agency on behalf of its Title III consortium members, further assures the ODE that the applying district or each consortium district member is in compliance with the following Title III provisions:

1. Parental notification relating to EL identification, placement decisions including parental rights regarding placement decisions and district AMAO status throughout each school year. (Sec. 3302)
2. Annual assessment of English proficiency of ELs in grades K-12. (Sec. 3116)
3. All activities proposed in the sub-grant application are based on scientific research demonstrating program effectiveness on teaching ELs. (Sec. 3115)
4. Activities are designed to significantly increase the English proficiency of ELs in listening, speaking, reading, and writing and assist ELs in meeting state content standards. (Sec. 3115)
5. The district has consulted with teachers, researchers, school administrators, and parents, and if appropriate, with education-related community groups and nonprofit organizations, and institutions of higher education, in developing this sub-grant application. (Sec. 3116)
6. The district is in full compliance of any State law regarding the education of ELs as required by ORS 336.079 Special English courses for certain children; ORS 336.081 Opportunity to qualify to assist non-English speaking students; ORS 327.013(7)(a)(B) State School Fund distribution computations (added ADM for students enrolled in an English as a Second Language Program), as well as OAR 581-022-1140 Equal Educational Opportunities, OAR 581-21-0046(8) Program Compliance Standard-(8), Bilingual or Linguistically Different Students, and OAR 581-23-100 (3)(C)(b)(4) Eligibility Criteria for Student Weighting for Purposes of State School Fund Distribution - .5 times the ADM for students in ESL classes. OAR 581-23-100 (3)(C)(b)(4) charge districts to develop programs for ELLs that meet basic U.S. Department of Education, Office for Civil Rights guidelines.

**Signature of Superintendent**

\_\_\_\_\_

**Date:** \_\_\_\_\_

**Printed Name of Superintendent:**

\_\_\_\_\_

## Purpose:

The purpose of this manual is to assist districts with writing an EL Local Plan that is consistent with state and federal statutes and rules regarding services to ELs. This handbook includes guidance, recommendations, as well as requirements.

## Legal Requirements:

The following table includes a list of laws and rules pertaining to services for EL students. Please note: the list may not be comprehensive.

Office of Civil Rights	<a href="http://www2.ed.gov/about/offices/list/ocr/EL/plandev.html">http://www2.ed.gov/about/offices/list/ocr/EL/plandev.html</a> <a href="http://www2.ed.gov/about/offices/list/ocr/docs/hq43e4.html">http://www2.ed.gov/about/offices/list/ocr/docs/hq43e4.html</a>
US Department of Education, School Accountability and Title III	<a href="http://www2.ed.gov/policy/elsec/leg/esea02/pg39.html">http://www2.ed.gov/policy/elsec/leg/esea02/pg39.html</a>
Federal Accountability	ESEA 20 USC 6842 Sec. 3122
Oregon Statute	<b>ORS 336.079</b> Special English courses for certain children
	<b>ORS 659.850</b> Discrimination in education prohibited; rules
Oregon Administrative Rules	<b>OAR 581-021-0046(8)</b> Bilingual or Linguistically Different Students
	<b>OAR 581-023-0100 (4)</b> Weighted Funding – State School Funds

## Office of Civil Rights Guidance (OCR):

<http://www2.ed.gov/about/offices/list/ocr/ELL/index.html> (printed view)

“OCR does not require or advocate a particular program of instruction for EL students and nothing in federal law requires one form of instruction over another. Under federal law, programs to educate children with limited proficiency in English must be: (1) based on a sound educational theory; (2) adequately supported so that the program has a realistic chance of success; and (3) periodically evaluated and revised, if necessary. These three fundamental principles of federal law are discussed below.”

## **First Principle:** Selecting the Educational Approach

It is the prerogative of each district to select a specific educational approach to meet the needs of its particular EL student population. A district may use any educational approach that is recognized as sound by some experts in the field, or an approach that is recognized as a legitimate educational strategy.

Regardless of the educational approach selected by the district, in assessing compliance with Title VI a twofold inquiry applies: (1) whether the approach provides for English language development; and (2) whether the approach provides for meaningful participation of EL students in the district's educational program. OCR encourages districts to develop their own specific program goals. Whether or not such goals are formally developed, OCR requires the program to meet the twofold requirements of Title VI.

**Second Principle:** Implementing the Educational Program

Once a district has selected an educational approach, it needs to provide the necessary resources to implement the program. The variations in programs implemented by districts may be as diverse as the populations served by those districts.

Feedback from districts that have implemented successful programs indicates the need to describe and document the educational approach in a written plan so that staff, administrators, and parents understand how the program works. Part II of these materials, entitled 'Developing EL Programs', provides information to assist districts in developing a written description of its program of services for EL students.

**Third Principle:** Program Evaluation

Under federal law, adopting an EL program with a sound education design is not sufficient if the program as implemented proves ineffective. As a result, a central element of satisfying Title VI requirements regarding services for EL students is an ongoing evaluation of a district's EL program.

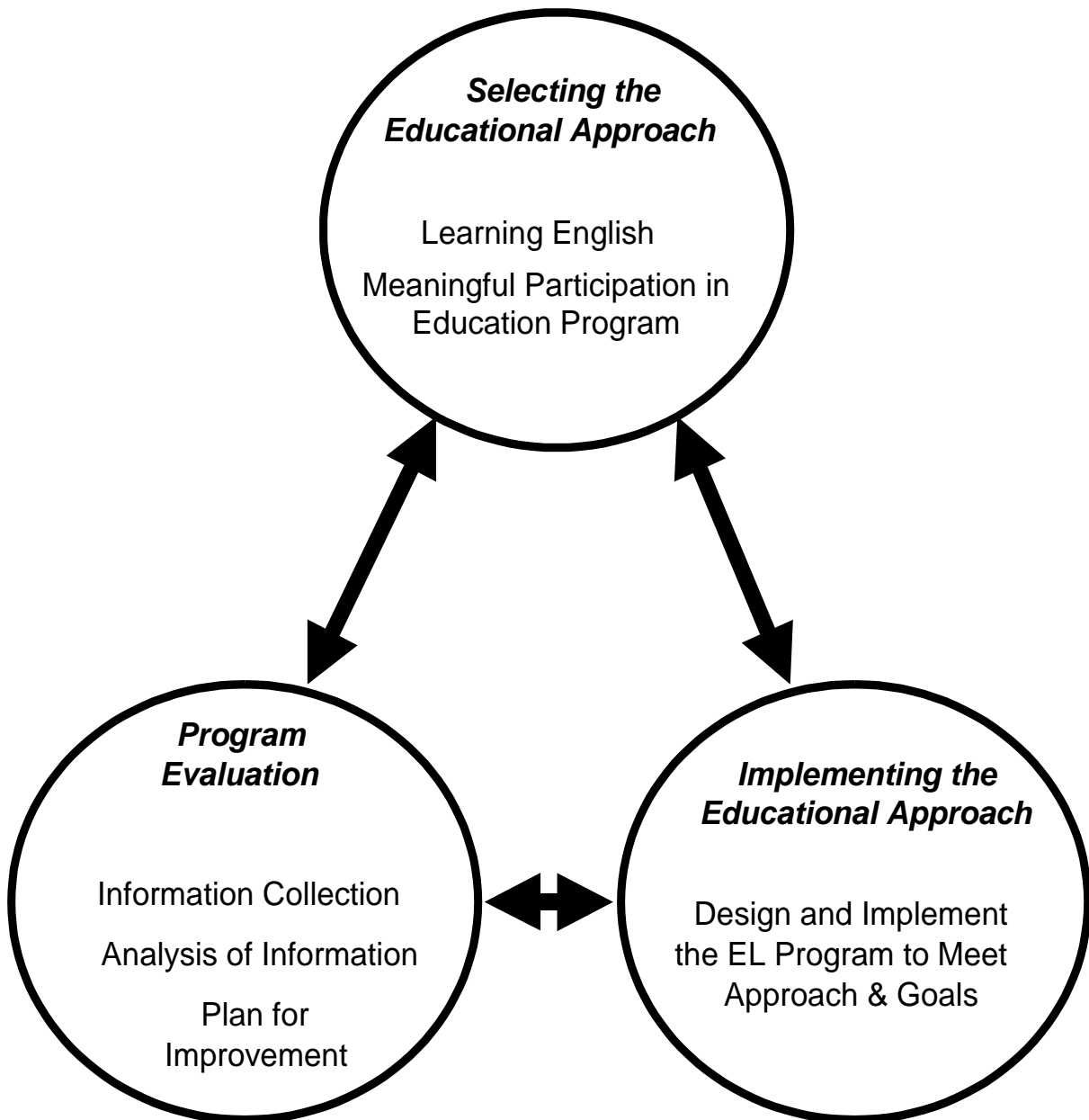
- ☞ Is the program working?
- ☞ Are EL students gaining the proficiency in English that will enable them to participate meaningfully in the district's education program?

Part III of these materials identifies illustrative approaches and various considerations to assist districts in designing their own approach to EL program self-evaluation.

If a program is not working effectively, a school district is responsible for making appropriate program adjustments or changes. This requirement is based on the obligation arising from Title VI for a school district to provide EL students with meaningful opportunities to participate in its educational program.

In addition to satisfying legal obligations, EL program self-evaluations can produce benefits to the district and its stakeholders.

**Three Principles  
For  
Serving EL Students**



Office of Civil Rights <http://www2.ed.gov/about/offices/list/ocr/ELL/index.html>

## EL Plan Development:

The next few sections of this handbook will go step by step through the various components of an EL plan. It is important to note that each EL plan is district specific. What service models work in some districts or even in some schools may not be feasible in all districts or in all schools. The key to this plan is the implementation of the district's goals for their EL students' academic success. According to the Office of Civil Rights (OCR) "Effective goals for EL students address both English language development and subject matter instruction. To meet other known needs of EL students, the district may also choose to have goals in such areas as staff development, curriculum development, and parental participation." (pg. 7)

### **Section 1: District Demographics:**

This section provides a snapshot of the district EL population as related to other district data. The focus in this section is to provide a background of the EL population as this information will be helpful when reviewing the district plan of service.

<b>Question #</b>	<b>Information requested: Providing a chart of this information is encouraged.</b>
1	The size of the district, including number of schools.
2	The enrollment of the district, please include the data date (i.e., spring membership).
3	The district's ethnic diversity (could be percent or number).
4	The number and percentage of EL students enrolled in district (could include number per school).
5	<b>The number of ELSWDs (have an IEP) – provide this information by primary disability. Include number of ELs with a 504 Plan.</b>
6	The number of ELs enrolled in the Talented and Gifted program.
7	A list of the schools, identified by Title I-A Targeted Assisted, Title I School-Wide, Focus, Priority, or Model (districts could choose buildings with specific programs for ELs - i.e., bilingual, two-way, etc.).

<b>District progress for ELs (districts can choose to put this information in a table)</b>	
8	The number and percentage of ELs showing progress towards proficiency (AMAO 1).
9	The number and percentage of students <b>identified fewer than 5 years</b> exited from an English language development (ELD) program (AMAO 2A).
10	The number and percentage of students identified as EL for five or more years exited from an ELD program (AMAO 2B).
11	The number of students in monitoring year 1 status.
12	The number of students in monitoring year 2 status.
13	<b>The number of former ELs (not in current EL or monitoring status).</b>
14	The number of students who have re-entered the ELD program after exiting for proficiency.



15	The number and percentage of the district ELs who have a waiver for ELD services.
16	The district AMAO 3 Oregon State Assessment <b>status</b> for the Limited English Proficient (LEP) sub-group.

**Section 2: School District Information on Program Goals (OCR Step 1)**

This section of the Local Plan contains the goals the district has selected for their ELs, as well as explains the district’s selected Educational Approach.

*Section 2 focuses in on the program of service and what research supports the program. As such, this section should include appropriate: research-based citations, laws, rules, and background information to assure compliance with regulatory standards. In Section 4, districts are asked to explain their selected program in detail.*

<b>Things to remember:</b>
If districts have selected different educational approaches based on school, population, or other determined need, please include a brief description for each educational approach provided by the district, and include the relevant research that applies to each educational approach. <b>Include a list of schools and the specific educational approaches for ELs at each school.</b>

District goals should reflect:

- Each district’s individual circumstances;
- Address both English language acquisition (development) and subject matter (core content) instruction.

The goals should reflect:

- The students to which apply;
  - Which may be different depending on grade level, language of origin, proficiency level, etc.
- The level of performance expected;
- When the performance level should be attained;
- How success will be measured.

Question #	Information requested:
17	Describe the district’s educational approach(es) (ESL, Bilingual, etc.) for educating ELs. Include a description for each educational approach used within the district. <b>This information could be placed in a chart listing each school and the educational approach(es) for English language acquisition and core content.</b>
18	Include the relevant research that supports the <b>each of the</b> district’s educational approach(es) for educating ELs.
<b>Provide the district’s educational goals for the district’s ELD program</b>	
19	Describe the district’s educational goal for English language proficiency. <b>This could be a specific goal for each educational program or an overall district goal for all programs.</b>

20	Describe the district's educational goal for core content knowledge.
21	What measure(s) will be used to determine the effectiveness of the English language proficiency goal? <b>This could include district formative assessments.</b>
22	What measure (s) will be used to determine the effectiveness of the core content knowledge goal? <b>This could include district progress monitoring assessments.</b>
23	Describe how the district will measure these goals over time.
24	Describe how these goals compare to the district's educational goals for non-EL students. <b>How are the goals for ELs different from district goals for non-EL students?</b>
25	Describe how these goals will prepare ELs to meet the district goals for its overall educational program and the college/career ready standards.

**Section 3: Identification of Potential English Learners (OCR steps 2 and 3)**

This section of the Local Plan addresses and describes a district's procedures for identifying students who may be ELs. The purpose of this section is to ensure that the district is using a procedure to identify potential ELs that does not over- nor under-identify students who have linguistic needs.

The State of Oregon has four approved identification assessments that may be used.

These assessments are:

- IPT
- LAS
- Stanford
- Woodcock-Munoz

**Beginning in 2016-17 the ELPA 21 screener will be an available identification assessment for district use, if your district plans on using the ELPA 21 screener included that information in the plan.**

Districts may have additional assessments to determine ELD class placement for identified ELs. These other assessments cannot be used as identification assessments, but may help the district determine which language development class will be the most beneficial for the student.

**Things to remember:**

- Include the name or title of the person(s) responsible for each step in the identification procedure.
- Include the timeline for each step of the identification procedure.
- Include any procedures that require participation from staff with special skills (interpreter to communicate with parents, Native American Liaison, etc.).
- Include any procedures that address the specific student needs (special education, etc.).

- Include a description of how the district maintains documentation of identification results and how these results are shared with staff.
- Include a description of the assessment used to identify ELs that included the skill areas to be assessed. For example, do the assessment procedures cover all aspects of English language proficiency that could affect a student’s ability to participate meaningfully in the regular classroom; does the assessment address speaking, reading, writing, and understanding?
- Include a description of the use of the State-approved identification assessment, including any training provided for the assessors.
- If the district uses other criteria to determine whether a student is an EL, what is that criteria, and does it have an objective measure(s)?

Question #	Information requested:
26	Describe the district’s procedure for identifying ELs (include the information requested for the following questions in detail).
27	Describe the district’s procedure which includes a step to administer the Home Language Survey to all students.
28	Describe the district’s procedure to include a timeline for each step or the identification process and the name/title of the person responsible for each step.
29	Describe the district’s procedure to include a process to identify Native American students who may be ELs.
30	Describe the district’s procedure to include steps for special circumstances (i.e., interpreter, special education, <b>how does the district address students with Family Service plans who do not demonstrate receptive or productive language</b> ).
31	Describe the district’s plan using one of the State’s approved assessments for identifying ELs; include what sections are used to ensure all domains of the English language are assessed.
32	Describe the district’s plan for having students assessed by a trained assessor.
33	Describe the district’s plan to include the procedures for collecting the assessment data, <b>and</b> sharing the results with teachers.
34	Describe the district’s plan to include a description of where and how the assessment data will be stored.
35	Describe the district’s plan to include a timeline, person responsible, and template for the required parent notification letters for eligibility as an EL.
36	Include the process for ensuring parent notification letters are provided in a language parents can understand.

#### **Section 4: Program of Service for English Learners (OCR Step 4)**

This section includes the educational model and program of services selected by the district. Some of the information in this section may have also been explained in Section 2 (district selected plan and goals). *It is not necessary to repeat the research cited in Section 2 in this section.*

This section includes information regarding:

- The program of service for language development.
  - This includes the methods and services used to teach ELs the domains of English.
- The program of service for core content instruction.
  - This includes the methods and services the district will use to ensure that ELs can meaningfully participate in academic programs, **as well as** elective programs (music, career, and technical, etc.).

#### **Things to remember:**

- Include how and where the language development instruction will be delivered.
- Include who will be providing the language development instruction.
- Include a description of the standards and criteria the district used to determine the amount and type of services to be provided for ELs. Ensure this description includes a process to decide the appropriate amount and type of services. (This could be a special program to support newcomers.)
- Include a description of how the district will provide training for teachers so ELs can meaningfully participate in core instruction.
- Include any guidelines or standards for providing ELs each of the instructional services in the district. (This could include procedures for Title I-A support, class scheduling, etc.)
- Include a description of the variations in the district programs of services between schools, grade levels, etc.

#### **OCR Policy**

Many districts design their EL programs to temporarily emphasize English over other subjects. While schools with such programs may discontinue special instruction in English once EL students become English proficient, schools retain an obligation to provide assistance necessary to remedy academic deficits that may have occurred in other subjects while the student was focusing on learning English.

*OCR's "Policy Update on Schools' Obligations Toward National Origin Minority Students With Limited-English Proficiency." (1991 OCR policy memorandum)*

*See also Castañeda v. Pickard, 648 F. 2d 989 (5<sup>th</sup> Cir., 1981).*

<b>Question #</b>	<b>Information requested:</b>
37	Describe the district program of services for ELs. Include how and where the services will be provided and by whom for each program of language instruction available to ELs in the district. <b>Consider putting this information in a chart – by school, grade, grade level.</b>
38	Describe the methods and services the district will use to teach English language.
39	Describe the methods and services the district will use to ensure that ELs can meaningfully participate in core instruction and special programs (music, career, technical, etc.).
40	Describe the professional development support for core content teachers that ensure ELs' ability to participate meaningfully in core instruction.
41	Describe the standards and/or criteria the district uses to determine the amount and type of language development services provided. Include the process to determine the appropriate amount and type of services.
42	<b>Describe the process used by the district when an EL student needs an educational program that is a deviation from the district's plan. What process is used to determine this student's educational needs.</b>

### **Section 5: Staffing and Resources (OCR section 5)**

This section covers the portion of the EL Plan related to staffing, materials, equipment, etc. In Oregon, the staffing, materials, and equipment is also required as part of the weighted state school fund OAR 581-023-0100 (4), as well as educational assistants in OAR 581-037-0006 and 581-037-0025.

<b>Things to remember: Staffing</b>
<ul style="list-style-type: none"> <li>• Does the description identify the number and types of instructional staff providing services for the language development program (teachers, instructional assistants, etc.)?</li> <li>• Does the description of staffing meet the requirements of Oregon's OARs for teacher and instructional assistant?</li> <li>• Does the description of staffing include the qualifications of the staff implementing the district's language development program?</li> <li>• Does the description include the methods and criteria the district will use to ensure the staff is qualified to provide the district's language development program?</li> <li>• If the district is required to use temporary staff who do not meet the established qualification standards, does the plan address the training needs of current staff, the amount, type, and schedule of training to be provided, the steps the district is taking to recruit qualified staff, and the schedule for having qualified staff in place?</li> </ul>
<b>Things to remember: Resources</b>
<ul style="list-style-type: none"> <li>• Does the description included the materials and resources used in the implementation of the district language development program?</li> <li>• Does the description include a plan for reviewing resources needed for the districts language development plan on an ongoing basis?</li> </ul>

- Does the plan address what the district has planned to do when the district does not currently have the resources necessary for the language development program, and the schedule or plan for obtaining the necessary items?

Question #	Information requested:
43	Describe the number and categories of instructional staff implementing the district's language development program. <b>This information could be included in a chart – name of school, program, number and type of staff.</b>
44	Describe the qualifications used by the district to assign instructional staff to the district's language development program (include teacher, instructional assistant, etc.). Include how the instructional staff meets the requirements of Oregon's OARs.
45	Describe what methods and criteria the district will use to determine the qualifications of instructional staff assigned to the language development program.
46	Describe how the district's plan has a contingency when needing to use temporary staff who do not meet the district's qualifications for the district's language development plan. Include a plan for training, a schedule of training, a plan for recruiting qualified staff, and a schedule to have qualified staff in place.
47	Describe the district's selected instructional materials and resources available for the district's language development program.
48	Describe the district's plan for regular and on-going review of district materials and the timeline associated with the review.
49	Describe the district's contingency plan when the district does not currently have all the resources necessary to implement the district language development program and the plan for obtaining necessary items.

### **Section 6: Transition from English Language Development Program (OCR step 6)**

This section addresses the procedures and criteria for determining when students no longer need EL services, and methods that the district will use to monitor the success of students after EL services have been discontinued.

#### **Things to remember: Exiting Procedures**

- Does the plan describe all assessment instruments and procedures used as part of a transition assessment (e.g., tests, teacher observations, etc.)?
- Are the guidelines and criteria for the use of assessment information included in the procedures?
- Do the transition procedures describe how the district will assess the English language skills of EL students in the following four proficiency areas: understanding, speaking, reading, and writing?
- Do the transition procedures describe the methods and standards that will be used to assess whether students who have been receiving EL services have progressed to the point that such services are no longer needed to enable the students to participate

meaningfully in the district's regular program?

- Do the transition procedures identify the person(s) who will conduct the transition assessments and any qualifications the person(s) must meet to conduct the assessments?
- Are the timeframes for implementing the transition assessment procedures described?
- Do the procedures include a statement of the criteria (e.g., test scores or other performance standards, teacher observation, etc.) that will determine when a student is English language proficient and no longer in need of the district's program of services for EL students?
- Do the procedures include a description of the documentation that will be maintained on the assessment results (e.g., continued need for services), and the decision whether to transition the student from the district's alternative program of services?
- **Do the procedures include a description of how the district will address English proficiency for ELSWD students?**

**Things to remember: Monitoring**

- Does the plan identify the staff person(s) who will be responsible for monitoring former EL students?
- Does the plan establish guidelines for how often the district will monitor former EL students (e.g., quarterly, each semester)? How long will the district monitor such students?
- 
- **Does the plan include details on how the district will ensure that monitoring procedures are implemented routinely and timely?**
- Does the plan identify the information the district will review to measure whether individual former EL students are successful in the district's overall educational program (e.g., grades, test scores, teacher observations, etc.)?
- If a former EL student, under the district's criteria, is not successful in the district's regular program, does the plan indicate:
  - How the district will determine whether a lack of success is due to academic deficits incurred while the student was receiving EL services, the lack of English language proficiency, or other reasons?
- Does the plan include appropriate notification procedures to inform parents of service options?

Question #	Information requested:
50	Describe the district's procedures for exiting (reclassification), promoting, and retaining EL students (include any special considerations for ELs with additional academic needs [IEP], etc.).
51	Describe the district's criteria used to determine that an EL is proficient.
52	Describe the staff responsible and their role in the exiting process.
53	Describe how and where the documentation of the district's exiting procedures will be maintained, <b>and</b> who is responsible for maintaining the documentation.

54	Describe the district's monitoring plan (who is responsible, what is the frequency, what documentation is reviewed, how and where is the documentation collected and stored).
55	Describe the district's procedures for determining whether a lack of student success is due to academic needs or language needs when considering returning an EL to the district ELD program <b>for the monitored students..</b>
56	Describe the district's plan to provide additional academic and/or language support for monitor students not succeeding in core instruction.
57	<b>Describe the district's plan for monitoring the academic and linguistic progress of EL students with a waiver for service. Include how the district notifies parents of ELs with waivers for services about their student's progress and opportunities for support through the ELD program.</b>

**Section 7: Equal Access to Other School District Programs (OCR step 7)**

This section of an EL Plan addresses equal access for EL students to the full range of district programs, including special education, Title I, Gifted and Talented programs, and nonacademic and extracurricular activities.

<b>Things to remember:</b>	
<ul style="list-style-type: none"> <li>• Does the plan describe methods to ensure that staff is aware of the district's policy regarding ensuring equal opportunities for EL students to participate in the range of programs made available to students generally?</li> <li>• Does the district have, or know where to obtain, any test or assessment materials needed to determine EL students' eligibility for special programs, including special education, Title I, and Gifted and Talented?</li> <li>• Include the steps for pre-referral process, IEP determinations for service, IEP determinations for ELPA participation, as well as person(s) responsible for the various parts of the process.</li> <li>• <b>Include how the district includes ELD teachers in the IEP meeting for ELSWD.</b></li> <li>• <b>Include the decision process for language development services for ELSWD is included in the IEP meeting.</b></li> <li>• Include the steps for identification of Talented and Gifted program participation. What specific considerations does the district have for ELs?</li> <li>• Include the criteria for providing additional academic support through Title I-A for targeted assisted programs.</li> <li>• What methods or steps are taken to ensure that EL students have an equal opportunity to participate in extracurricular and nonacademic activities?</li> <li>• Include any district procedures around scheduling students in classes that are appropriate. (This could include block scheduling, grouping students in grade level classes by proficiency, etc.).</li> </ul>	

<b>Question #</b>	<b>Information requested:</b>
58	Describe the district's procedures for identifying ELs as having additional academic needs (pre-referral and IEP process). Include the steps,



	assessments, timeline, and person(s) responsible.
59	<b>Describe how ELD teachers are included in the IEP process during pre-referral and IEP team meetings for ELSWD</b>
60	<b>Describe the process for determining the best ELD educational program is selected for each ELSWD</b>
61	Describe the district's procedures for identifying ELs as Talented and Gifted. Include the steps, assessments, timeline, and person(s) responsible.
62	Describe the district's plan for ensuring all ELs have equal access to the core instructional program offered by the district for all students. Include person(s) responsible if appropriate.
63	Describe the district's procedures for identifying ELs who also qualify for support from Title I-A (targeted assisted programs).

**Section 8: Parent and Community Involvement**

This section of the Local Plan is dedicated to the requirements of parent notification letters, interactions with private schools, and interactions with community members.

<b>Things to remember:</b>	
<ul style="list-style-type: none"> <li>• Does the district include the procedure, timeline, and the person(s) responsible for the dissemination of the parent program placement letters (both initial and continuing letters)? This should include: <b>Language parent can understand, how disseminated, where and how documentation of completion of procedure is maintained.</b></li> <li>• Does the district include the procedure, timeline, and the person(s) responsible for the dissemination of the AMAO letters (if the district does not meet the AMAOs)? This should include: <b>Language parent can understand, how disseminated, where and how documentation of completion of procedure is maintained.</b></li> <li>• Does the district include the methods used to notify parents and students of available programs and services? This should include: <b>Language parent can understand, how disseminated, where and how documentation of completion of procedure is maintained.</b></li> <li>• Does the district include the methods used to notify parents of ELs regarding school activities communicated in language parents can understand (i.e., regarding progress reports, parent teacher conferences, handbooks, fund raising, extracurricular activities, etc.)?</li> <li>• Does the district include the procedure, timeline, and the person(s) responsible for the dissemination of information regarding Title III to local private schools? This should include: <b>Meeting notifications, explanation of federal programs, discussion of services available, and right to refuse federal programs in addition to how, where, and who will maintain the documentation of the consultation.</b></li> </ul>	

<b>Question #</b>	<b>Information requested:</b>
64	Describe the district's procedure, timeline, and the person(s) responsible for the dissemination of the parent program placement letters (both initial and continuing letters).

65	Describe the district's procedure, timeline, and the person(s) responsible for the dissemination of the AMAO letters (if the district does not meet the AMAOs).
66	Describe the district's methods used to notify parents and students of available programs and services.
67	Describe the district's methods used to notify parents of ELs regarding school activities communicated in language parents can understand (i.e., progress reports, parent teacher conferences, handbooks, fund raising, extracurricular activities, etc.). <b>What is the process the district uses to determine which documents need to be translated? How does the district provide interpreters for parent to be able to participate in their student's education?</b>
68	Describe the district's procedure, timeline, and the person(s) responsible for the dissemination of information regarding Title III to local private schools?

### **Section 9: Program Evaluation**

This section of the Local Plan is dedicated to the requirements of evaluating the program's effectiveness.

#### **OCR Policy**

Districts are required to modify the programs if they prove to be unsuccessful after a legitimate trial. As a practical matter, recipient cannot comply with this requirement without evaluating their programs.

Generally, districts measure "success" in terms of whether the program is achieving the particular goals the district has established for the program and its students. If the district has established no particular goals, the program is successful if its participants are achieving proficiency in English and are able to participate meaningfully in the district's program.

Source: [1991 OCR policy memorandum](#)

#### **Things to remember:**

##### **Key Elements**

- Does the evaluation focus on overall, as well as specific program goals?
- Does the goals address expect progress in English language development and subject matter instruction?

##### **Comprehensive Scope**

- Does the evaluation cover all elements of an EL program, including program implementation practices (such as identification of potential EL students, assessment of English language proficiency, serving all eligible students, providing appropriate resources consistent with program design and student needs, implements transition criteria, etc.), as well as student performance (such as progress in English language development and academic progress consistent with the district's own goals)?

##### **Information Collection Methods**

- Is the information collected on each EL program element assessed with reference to the specific requirements of the district's EL Plan? (For example, when looking at the process for identifying potential EL students, does the evaluation determine whether the district has followed the established plan for identifying potential EL students, referral for English language assessment, and criteria for transitioning and/or exiting from EL services?)
- Do information sources and methods for gathering information to evaluate whether the program is being implemented as planned include, among others, the following examples:
  - file and records reviews?
  - staff interview and surveys?
  - input from parents, student surveys, or focus group meetings?
  - grievances or complaints made to the district regarding program implementation or service delivery?

### **Review of Results**

- Does the evaluation process result in sufficient information to enable the district to determine whether the program is working, and to identify any program implementation or student outcome concerns that require improvement?
- Does the evaluation determine whether staff have followed applicable procedural and service requirements, including frequency, timeliness, and documentation?

### **Plan for Modification/Improvement**

- Has a process been established for designing and implementing program modifications in response to concerns identified through the evaluations process? Does this process take into account information provided by stake-holders and persons responsible for implement recommended changes?

### **Implementing Program Changes**

- Are modifications scheduled to be promptly implemented?

### **Ongoing Review**

- Is the program evaluation ongoing and sufficiently frequent to allow the district to promptly identify and address concerns with the district's EL program?

### **Alignment of Evaluation with Goals and Objectives:**

- Does the information collected permit an assessment of performance in comparison to any specific goals or measures of progress that have been establish for the district's EL program, and whether EL students are meeting those goals?

**Note: Section 9 is an evaluation of the district program; this section is not meant to restate the prior sections. For the questions around identification, placement, monitoring, exiting questions – having a EL student file review would provide beneficial information on how these policies are implemented. A teacher survey on instructional materials may provide the information necessary to determine if additional items are needed to implement the district plan effectively.**

## Program implementation Evaluation

Question #	Information requested:
69	Describe the district's program evaluation process of the implementation of district's EL Plan. <ul style="list-style-type: none"> <li>○ Include whether the district has followed the established plan; met the applicable procedural and service requirements – including frequency, timeliness, and documentation; does the information sources and methods for gathering information: <ul style="list-style-type: none"> <li>▪ Include whether the evaluation determines if staff have followed applicable procedures and service requirements, including procedural and service requirements (frequency, timeliness, and documentation).</li> <li>▪ Include the list of reviewed items: file and record review, staff interviews and surveys, input from parents/students or focus groups, and grievances/complaints made to the district regarding district program implementation or service delivery.</li> </ul> </li> </ul>
70	Include the evaluation of the district's identification process.
71	Include the evaluation of the student initial identification assessment process.
72	Include the evaluation of placement in EL program services to all students with identified language needs.
73	Include the evaluation of adequate staff and materials that is consistent with the district's EL program of service.
74	Include the evaluation of the district's exiting/reclassification process for students transitioning from the EL program.
75	Include the evaluation of the district's monitoring practices for students who have transitioned from the EL program.

**Note: Combining the following questions is allowable. The rate of ELs acquiring language is the length of time it takes students to progress to proficiency. The performance question looks at how the acquisition process of the ELs in respect to the student's performance on Reading/Math assessments.**

## Student Performance Evaluation – English language

Question #	Information requested:
76	Describe the district's rate of ELs acquiring English language skills. Is the pace consistent the with district's EL program goals or expectations?
77	Describe the district's rate of language development progress compatible with the district's objectives for academic (core content) progress.
78	Describe how the ELs are performing in English language skills compared to the district's goals and standards?
79	Describe how the district's ELs are progressing in English language skills so they will be able to successfully handle regular coursework?
80	Describe how the <b>monitored</b> ELs continue to demonstrate English language skills that enable them to successfully handle regular coursework.
81	<b>Describe how the former (not monitored nor current) ELs continue to</b>

	<b>demonstrate English language skills that enable them to successfully handle coursework.</b>
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**Student Performance Evaluation – Academic Performance**

<b>Question #</b>	<b>Information requested:</b>
82	Describe how the EL students, who are currently receiving English language development services, are progressing academically relative to program goals or expectations for core content knowledge.
83	Describe how the EL and <b>monitored</b> EL students are doing, over time, as compared to the academic performance of all other students.
84	Describe what measures are being used to assess the overall performance of EL students in meeting the goals the district has established for its EL program.

**Program Improvement/Modifications**

<b>Question #</b>	<b>Information requested:</b>
85	Describe any identified concern(s) based on this evaluation.
86	Describe how the district will address the concern(s).

**Resources:**

Office of Civil Rights Guidance

<http://www2.ed.gov/about/offices/list/ocr/EL/index.html>

US Dept. of Education – Title III

<http://www2.ed.gov/policy/elsec/leg/esea02/pg39.html>

Oregon Department of Education – Title III District ELD Plan web page

<http://www.ode.state.or.us/search/page/?id=2596>

Oregon Department of Education – Title III EL Program Guidance web page

<http://www.ode.state.or.us/search/page/?id=3763>

Oregon Department of Education – State Policy, Laws and Rules web page

<http://www.ode.state.or.us/search/results/?id=66>

District #: \_\_\_\_\_ Reader: \_\_\_\_\_

**Section 1: District Demographics**

Question #	Information requested:	Information Included: Y/N
1	The size of the district, including number of schools.	
2	The enrollment of the district, please include the data date (i.e., spring membership).	
3	The district's ethnic diversity (could be percent or number).	
4	The number and percentage of EL students enrolled in district (could include number per school).	
5	The number of ELSWDs (have an IEP) – <b>provide this information by primary disability. Include number of ELs with a 504 Plan.</b>	
6	The number of ELs enrolled in the Talented and Gifted program.	
7	A list of the schools, identified by Title I-A Targeted Assisted, Title I School-Wide, Focus, Priority, or Model (districts could choose buildings with specific programs for ELs - i.e., bilingual, two-way, etc.).	

District progress for ELs (districts can choose to put this information in a table)		Information Included: Y/N
8	The number and percentage of ELs showing progress towards proficiency (AMAO 1).	
9	The number and percentage of students <b>identified fewer than 5 years</b> exited from an English language development (ELD) program (AMAO 2A).	
10	The number and percentage of students identified as EL for five or more years exited from an ELD program (AMAO 2B).	
11	The number of students in monitoring year 1 status.	
12	The number of students in monitoring year 2 status.	
13	<b>The number of former ELs (not in current EL or monitoring status).</b>	
14	The number of students who have re-entered the ELD program after exiting for proficiency.	
15	The number and percentage of the district ELs who have a waiver for ELD services.	
16	The district AMAO 3 Oregon State Assessment <b>status</b> for the Limited English Proficient (LEP) sub-group.	

**Section 2: School District Information on Program Goals (OCR Step 1)**

(Key: 3 = complete, 2 = mostly complete, 1 = very limited information or not included)

Question #	Information requested:	3	2	1
17	Describe the district's educational approach(es) (ESL, Bilingual, etc.) for educating ELs. Include a description for each educational approach used within the district. <b>This information could be placed in a chart listing each school and the educational approach(es) for English language acquisition and core content.</b>			

18	Include the relevant research that supports the <b>each of the</b> district's educational approach(es) for educating ELs.			
<b>Provide the district's educational goals for the district's ELD program:</b>				
19	Describe the district's educational goal for English language proficiency. <b>This could be a specific goal for each educational program or an overall district goal for all programs.</b>			
20	Describe the district's educational goal for core content knowledge.			
21	What measure(s) will be used to determine the effectiveness of the English language proficiency goal? <b>This could include district formative assessments.</b>			
22	What measure (s) will be used to determine the effectiveness of the core content knowledge goal? <b>This could include district progress monitoring assessments.</b>			
23	Describe how the district will measure these goals over time.			
24	Describe how these goals compare to the district's educational goals for non-EL students. <b>How are the goals for ELs different from district goals for non-EL students?</b>			
25	Describe how these goals will prepare ELs to meet the district goals for its overall educational program and the college/career ready standards.			

**Section 3: Identification of Potential English Learners (OCR steps 2 and 3)**

(Key: 3 = complete, 2 = mostly complete, 1 = very limited information or not included)

Question #	Information requested:	3	2	1
26	Describe the district's procedure for identifying ELs (include the information requested for the following questions in detail).			
27	Describe the district's procedure which includes a step to administer the Home Language Survey to all students.			
28	Describe the district's procedure to include a timeline for each step or the identification process and the name/title of the person responsible for each step.			
29	Describe the district's procedure to include a process to identify Native American students who may be ELs.			
30	Describe the district's procedure to include steps for special circumstances (i.e., interpreter, special education, <b>how does the district address students with Family Service plans who do not demonstrate receptive or productive language</b> ).			
31	Describe the district's plan using one of the State's approved assessments for identifying ELs; include what sections are used to ensure all domains of the English language are assessed.			
32	Describe the district's plan for having students assessed by a trained assessor.			
33	Describe the district's plan to include the procedures for collecting the assessment data, <b>and</b> sharing the results with teachers.			
34	Describe the district's plan to include a description of where and how the assessment data will be stored.			
35	Describe the district's plan to include a timeline, person responsible, and template for the required parent notification letters for eligibility as an EL.			



36	Include the process for ensuring parent notification letters are provided in a language parents can understand.			
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**Section 4: Program of Service for English Learners (OCR Step 4)**

(Key: 3 = complete, 2 = mostly complete, 1 = very limited information or not included)

Question #	Information requested:	3	2	1
37	Describe the district program of services for ELs. Include how and where the services will be provided and by whom for each program of language instruction available to ELs in the district. <b>Consider putting this information in a chart – by school, grade, grade level.</b>			
38	Describe the methods and services the district will use to teach English language.			
39	Describe the methods and services the district will use to ensure that ELs can meaningfully participate in core instruction and special programs (music, career, technical, etc.).			
40	Describe the professional development support for core content teachers that ensure ELs’ ability to participate meaningfully in core instruction.			
41	Describe the standards and/or criteria the district uses to determine the amount and type of language development services provided. Include the process to determine the appropriate amount and type of services.			
42	<b>Describe the process used by the district when an EL student needs an educational program that is a deviation from the district’s plan. What process is used to determine this student’s educational needs.</b>			

**Section 5: Staffing and Resources (OCR section 5)**

(Key: 3 = complete, 2 = mostly complete, 1 = very limited information or not included)

Question #	Information requested:	3	2	1
43	Describe the number and categories of instructional staff implementing the district’s language development program. <b>This information could be included in a chart – name of school, program, number and type of staff.</b>			
44	Describe the qualifications used by the district to assign instructional staff to the district’s language development program (include teacher, instructional assistant, etc.). Include how the instructional staff meets the requirements of Oregon’s OARs.			
45	Describe what methods and criteria the district will use to determine the qualifications of instructional staff assigned to the language development program.			
46	Describe how the district’s plan has a contingency when needing to use temporary staff who do not meet the district’s qualifications for the district’s language development plan. Include a plan for training, a schedule of training, a plan for recruiting qualified staff, and a schedule to have qualified staff in place.			
47	Describe the district’s selected instructional materials and resources available for the district’s language development program.			

48	Describe the district's plan for regular and on-going review of district materials and the timeline associated with the review.			
49	Describe the district's contingency plan when the district does not currently have all the resources necessary to implement the district language development program and the plan for obtaining necessary items.			

**Section 6: Transition from English Language Development Program (OCR step 6)**

(Key: 3 = complete, 2 = mostly complete, 1 = very limited information or not included)

Question #	Information requested:	3	2	1
50	Describe the district's procedures for exiting (reclassification), promoting, and retaining EL students (include any special considerations for ELs with additional academic needs [IEP], etc.).			
51	Describe the district's criteria used to determine that an EL is proficient.			
52	Describe the staff responsible and their role in the exiting process.			
53	Describe how and where the documentation of the district's exiting procedures will be maintained, <b>and</b> who is responsible for maintaining the documentation.			
54	Describe the district's monitoring plan (who is responsible, what is the frequency, what documentation is reviewed, how and where is the documentation collected and stored).			
55	Describe the district's procedures for determining whether a lack of student success is due to academic needs or language needs when considering returning an EL to the district ELD program <b>for the monitored students..</b>			
56	Describe the district's plan to provide additional academic and/or language support for monitor students not succeeding in core instruction.			
57	<b>Describe the district's plan for monitoring the academic and linguistic progress of EL students with a waiver for service. Include how the district notifies parents of ELs with waivers for services about their student's progress and opportunitie for support through the ELD program.</b>			

**Section 7: Equal Access to Other School District Programs (OCR step 7)**

(Key: 3 = complete, 2 = mostly complete, 1 = very limited information or not included)

Question #	Information requested:	3	2	1
58	Describe the district's procedures for identifying ELs as having additional academic needs (pre-referral and IEP process). Include the steps, assessments, timeline, and person(s) responsible.			
59	<b>Describe how ELD teachers are included in the IEP process during pre-referral and IEP team meetings for ELSWD</b>			
60	<b>Describe the process for determining the best ELD educational program is selected for each ELSWD</b>			
61	Describe the district's procedures for identifying ELs as Talented and Gifted. Include the steps, assessments, timeline, and person(s) responsible.			
62	Describe the district's plan for ensuring all ELs have equal access			

	to the core instructional program offered by the district for all students. Include person(s) responsible if appropriate.			
63	Describe the district's procedures for identifying ELs who also qualify for support from Title I-A (targeted assisted programs).			

**Section 8: Parent and Community Involvement**

(Key: 3 = complete, 2 = mostly complete, 1 = very limited information or not included)

Question #	Information requested:	3	2	1
64	Describe the district's procedure, timeline, and the person(s) responsible for the dissemination of the parent program placement letters (both initial and continuing letters).			
65	Describe the district's procedure, timeline, and the person(s) responsible for the dissemination of the AMAO letters (if the district does not meet the AMAOs).			
66	Describe the district's methods used to notify parents and students of available programs and services.			
67	Describe the district's methods used to notify parents of ELs regarding school activities communicated in language parents can understand (i.e., progress reports, parent teacher conferences, handbooks, fund raising, extracurricular activities, etc.). <b>What is the process the district uses to determine which documents need to be translated? How does the district provide interpreters for parent to be able to participate in their student's education?</b>			
68	Describe the district's procedure, timeline, and the person(s) responsible for the dissemination of information regarding Title III to local private schools?			

## Section 9: Program implementation Evaluation

(Key: 3 = complete, 2 = mostly complete, 1 = very limited information or not included)

Question #	Information requested:	3	2	1
69	Describe the district's program evaluation process of the implementation of district's EL Plan. <ul style="list-style-type: none"> <li>○ Include whether the district has followed the established plan; met the applicable procedural and service requirements – including frequency, timeliness, and documentation; does the information sources and methods for gathering information: <ul style="list-style-type: none"> <li>▪ Include whether the evaluation determines if staff have followed applicable procedures and service requirements, including procedural and service requirements (frequency, timeliness, and documentation).</li> <li>▪ Include the list of reviewed items: file and record review, staff interviews and surveys, input from parents/students or focus groups, and grievances/complaints made to the district regarding district program implementation or service delivery.</li> </ul> </li> </ul>			
70	Include the evaluation of the district's identification process.			
71	Include the evaluation of the student initial identification assessment process.			
72	Include the evaluation of placement in EL program services to all students with identified language needs.			
73	Include the evaluation of adequate staff and materials that is consistent with the district's EL program of service.			
74	Include the evaluation of the district's exiting/reclassification process for students transitioning from the EL program.			
75	Include the evaluation of the district's monitoring practices for students who have transitioned from the EL program.			
76	Describe the district's rate of ELs acquiring English language skills. Is the pace consistent the with district's EL program goals or expectations?			
77	Describe the district's rate of language development progress compatible with the district's objectives for academic (core content) progress.			
78	Describe how the ELs are performing in English language skills compared to the district's goals and standards?			
79	Describe how the district's ELs are progressing in English language skills so they will be able to successfully handle regular coursework?			
80	Describe how the <b>monitored</b> ELs continue to demonstrate English language skills that enable them to successfully handle regular coursework.			
81	<b>Describe how the former (not monitored nor current) ELs continue to demonstrate English language skills that enable them to successfully handle coursework.</b>			
82	Describe how the EL students, who are currently receiving English language development services, are progressing academically relative to program goals or expectations for core content knowledge.			

83	Describe how the EL and <b>monitored</b> EL students are doing, over time, as compared to the academic performance of all other students.			
84	Describe what measures are being used to assess the overall performance of EL students in meeting the goals the district has established for its EL program.			
85	Describe any identified concern(s) based on this evaluation.			
86	Describe how the district will address the concern(s).			

## Scoring Summary Page

**District:** \_\_\_\_\_

**Reader:** \_\_\_\_\_

Section	Possible Score	Score Received	Approval Status		
			Fully Approved	Approved with Recommendations	Not Approved
<b>Section 1: District Demographics</b>	Complete (Y/N)	Complete (Y/N)			
<b>Section 2: School District Information on Program Goals</b>	27		22-27	15-21	14 and under
<b>Section 3: Identification of Potential English Learners</b>	33		25-33	17-24	16 and under
<b>Section 4: Program of Service for English Learners</b>	15		12-15	8-11	7 and under
<b>Section 5: Staffing and Resources</b>	21		16-21	11-15	10 and under
<b>Section 6: Transition from English Language Development Program</b>	24		19-24	13-18	12 and under
<b>Section 7: Equal Access to Other School District Programs</b>	12		10-12	7-9	6 and under
<b>Section 8: Parent and Community Involvement</b>	15		12-15	8-11	7 and under
<b>Section 9: Program Evaluation</b>	51		40-51	26-39	25 and under

**Approval Status:** Districts must have a rating of Fully Approved or Fully Approved with Recommendations for Sections 2-9, **and** have a rating of Complete (Y) for Section 1 in order to have an approved local plan.