



EL Plan

2017 - 2019

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Section 1: District Demographics

1 The size of the district, including number of schools.

There are 8 schools:

4,068 Students (16-17 ADI Spring Membership)

Grades 9-12 = 1,357 Students

Grades 6-8 = 933 Students

Grades K-5 = 1,778 Students

2 The enrollment of the district, please include the data date (i.e., spring membership).

4,068 (16-17 ADI Spring Membership)

3 The district's ethnic diversity (could be percent or number).

Hispanic or Latino	American Indian / Alaska Native	Asian	Black	White	Pacific Islander	Multi-Race
1,772	42	48	36	2,065	6	99

4 The number of different languages represent in your EL population (a chart by language and number of speakers is recommended).

	Number of EL Speakers per Language
Spanish	708
Vietnamese	3
Russian	1
Cantonese (Chinese)	2
Lao	1
Serbian	1
Dutch	1

5 The number and percentage of EL students enrolled in district (could include number per school).

HRCSD 764 (18%)

<i>Hood River Middle School</i>	<i>37 / 566 (7%)</i>
<i>May Street Elementary School</i>	<i>81 / 520 (16%)</i>
<i>Mid Valley Elementary School</i>	<i>323 / 520 (62%)</i>
<i>Parkdale Elementary School</i>	<i>101 / 220 (46%)</i>
<i>Westside Elementary School</i>	<i>85 / 525 (16%)</i>
<i>Wy'east Middle School</i>	<i>71 / 407 (17%)</i>
<i>Hood River Valley High School</i>	<i>71 / 1393 (5%)</i>
<i>Cascade Locks Elementary School</i>	<i>7 / 64 (10%)</i>

(16-17 ADM3)

6 Number of EL with additional academic needs

IEP	Number of ELs
PHC 10 Intellectual Disability	6
PHC 20 Hearing Impairment	3
PHC 50 Communication Disorder	71
PHC 60 Emotional Disturbance	3
PHC 80 Other Health Impaired	12
PHC 82 Autism Spectrum Disorder	8
PHC 90 Specific Learning Disability	47
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7 Number of EL students in the TAG programs

In May, 2017 there was one EL student in the TAG program.

8 List of schools, identified by Title-1A Targeted Assistance, School Wide, Focus, Priority or Model

Title I-A Targeted Assistance	None
Title I School Wide	Mid Valley ES, Parkdale ES, Cascade Locks ES
Focus School	None
Priority School	None
Model School	None

District Progress for ELs

9. The number and percentage of ELs showing growth on ELPA21 from 2015-16 to 2016-17 (disaggregate by all ELs, ELSWD, and ELs identified for 5 or more years).

All ELs	253/630 - 40%
ELSWDs	49/151 - 32%
ELs Identified for 5+ Years	68/226 - 30%

AMAOs ADI

10. The number and percentage of ELs exiting as proficient in 2016-17 (disaggregate by all ELs, ELSWD).

All ELs	156/816 - 19%
ELSWDs	28/171 -16%

AMAOs ADI

11. The number of students in monitoring year 1 status.
12. The number of students in monitoring year 2 status.
13. The number of students in monitoring year 3 status.
14. The number of students in monitoring year 4 status.
15. The number of former ELs (not in current EL or monitoring status).
16. The number of students who have re-entered the ELD program after exiting for proficiency.

Mon Year 1	85
Mon Year 2	85
Mon Year 3	147
Mon Year 4	107
Former ELs	329
Re-entered	8

as of 12/8/17

17. The number and percentage of monitored students meeting/ exceeding state academic assessments for each of the four years of monitoring (disaggregated by each year of monitoring for all monitored students and for ELSWDs in monitor status).

18. The number and percentage of ELs who have not reached English proficiency having been identified for 5 years or more year (disaggregated by all ELs and ELSWD for each year 5, 6, 7, 8, 9, etc.).

	5 Yrs	6 Yrs	7 Yrs	8 Yrs	9 Yrs	10 Yrs	11 Yrs	12 Yrs	13+ Yrs
ELs (Include ELSWDs)	58/8%	91/12%	51/7%	30/4%	26/3%	12/2%	12/2%	4/<1%	4/<1%
ELSWDs Only	8/1%	18/2%	14/2%	9/1%	9/1%	6/1%	7/1%	2/<1%	1/<1%

19. The number and percentage of the district ELs who have a waiver for ELD services.

11 (1.5%)

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

20. Describe the district's educational approach(es) (ELD, Bilingual, etc.) for educating ELs. Include a description for each educational approach used within the district. This information could be placed in a chart listing each school and the educational approach(es) for English language acquisition and core content.

School	Approach for English language Acquisition	Approach for Core Content
Elementary Schools -Cascade Locks -Westside -May Street -Parkdale	<ul style="list-style-type: none"> • ELD Pull-out • ELD Push-in 	<ul style="list-style-type: none"> • Sheltered Instruction
K-5 Non-Dual Language Strand(s) -Mid Valley	<ul style="list-style-type: none"> • ELD Pull-out 	<ul style="list-style-type: none"> • Sheltered Instruction • Transitional Bilingual
K-5 Dual Language Strand(s) -Mid Valley	<ul style="list-style-type: none"> • ELD Pull-out 	<ul style="list-style-type: none"> • Sheltered Instruction • Developmental Bilingual
6-12 Schools -Wy'East Middle School -Hood River Middle School	<ul style="list-style-type: none"> • ELD Class Period 	<ul style="list-style-type: none"> • Sheltered Instruction • Newcomer Program-core content instruction in Spanish

-Hood River Valley High School		
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21. Include the relevant research that supports each of the district’s educational approach(es) for educating ELs. (NOTE: only citation for research is needed)

Hood River County School District has developed models of instruction based on sound research to provide all EL students with academic success and equal, meaningful access to all aspects of education. We believe it is the shared responsibility of all educators, schools, parents and students to ensure ELs develop the skills necessary to fully participate in academically challenging programs that enrich their lives beyond graduation and to access all aspects of post-secondary opportunities. We recognize that our programs must embrace and build upon the unique cultural and linguistic characteristics that students and families bring to the learning community.

ELD Program Research		
Code	Definition	Research
21	ELD Push-in ELD instruction is provided within the student's mainstream or content-area classroom	Saunders, Goldenberg, and Marceletti, 2013
22	ELD Pull-out ELs spend part of the day in a mainstream classroom and are pulled out for a portion of the day to receive ELD instruction.	Saunders, Goldenberg, and Marceletti, 2013
23	ELD Class Period ELs receive their ELD instruction during a regular class period and also receive course credit for the class.	Duke & Mabbot, 2001

ELs in Content Research		
Code	Definition	Research
14	Developmental Bilingual Like Two-Way Immersion programs, these programs share the goals of bilingualism and biliteracy, and thus typically last through elementary school or longer (preferably through high school). Also referred to Dual Language Immersion, Maintenance Bilingual or Late-Exit Bilingual Education programs, these are programs that use two languages, the EL student's primary language and English, as a means of instruction. The instruction builds upon the student's primary language skills and develops and expands the English language skills of each student to enable him or her to achieve proficiency in both languages, while providing access to the content areas. These programs are designed for and typically enroll only English Learners.	Collier & Thomas, 2009 Lindholm-Leary, 2009
13	Transitional Bilingual The primary goal of a Transitional Bilingual program is to facilitate the EL student's transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary. This program, also known as Early-Exit Bilingual Education, utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. Typically, transition to all English occurs by mid- to late elementary school. These programs are designed for English Learners.	Collier & Thomas, 2009 Dressler, Carlo, Snow, August, and White, 2011 Goldenberg, 2008

30	<p>Sheltered Instruction</p> <p>Teacher provides instruction that simultaneously introduces both language and content, using specialized techniques to accommodate ELs' linguistic needs. Instruction focuses on the teaching of academic content rather than the English language itself, even though the acquisition of English may be one of the instructional goals. Some examples of sheltered instruction models may include SIOP, GLAD, SDAIE, and CM. Classes using a Sheltered Instruction approach can be designed exclusively for ELs or for a mixture of ELs and non-ELs.</p>	<p>Short, Echevarria, and Richards-Tutor, 2011 Saunders, Goldenberg, and Marceletti, 2013</p>
31	<p>Newcomer Program – Core Content instruction</p> <p>Separate, relatively self-contained instructional program designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs on a short-term basis (usually no more than two years) before they enter more traditional programs (e.g., Bilingual, English language development and/or Sheltered Instruction courses or programs.) ELs receive their core content instruction in this program. These programs enroll ELs exclusively.</p>	<p>Collier & Thomas, 2009</p>

22. Describe the district's educational goal for English language proficiency. Please ensure this is a SMART goal that it includes annual language proficiency expectations for each specific EL group of students enrolled in the school (elementary, secondary, SIFE, ELSWD, Recent Arrivers – elementary, Recent Arrivers – secondary).

All English Learners K-5	The percentage of students who grew at least one level will increase as follows by June 2018 based on ELPA21 results:				
	HRCSD K-5	Reading	Writing	Speaking	Listening
	16-17 Data	49%	42%	47%	52%
	Goal for 17-18	52%	45%	50%	55%
	Goal for 18-19	54%	47%	52%	57%

All English Learners 6-12	The percentage of students who grew at least one level will increase as follows by June 2018 based on ELPA21 results:				
	HRCSD 6-12	Reading	Writing	Speaking	Listening
	1617 Data	28%	24%	37%	27%
	Goal for 17-18	30%	26%	39%	29%
	Goal for 18-19	31%	27%	40%	30%
Recent Arrivers K-5	The percentage of K-5 Recent Arriver students who show growth on the ELPA21 will increase from 19% to 22% based on results from the 17-18 ELPA21 data.				
Recent Arrivers 6-12	The percentage of 6-12 Recent Arriver students who show growth on the ELPA21 will increase from 4% to 7% based on results from the 17-18 ELPA21 data.				
ELs in Program <5 Years	The percentage of students who have been in the ELD Program for fewer than five years and exit will increase from 14.92% to 17% based on results from the 17-18 ELPA21 data.				
ELs in Program 5+ Years	The percentage of students who have been in the ELD Program for five years or more and exit will increase from 30.09% to 33% based on results from the 17-18 ELPA21 data.				
ELSWDs	The percentage ELSWD students who show growth on the ELPA21 will increase from 29% to 32% based on results from the 17-18 ELPA21 data.				
SIFE	The percentage SIFE students who show growth on the ELPA21 will increase from 33% to 36% based on results from the 17-18 ELPA21 data.				

23. Describe the district's educational goal for core content knowledge. Please break this down into elementary and secondary SMART goals specific to ELs enrolled in the district.

The median growth percentiles of ELs on SBAC ELA and Math will increase as follows by June 2018 based on SBAC results:

<i>Median Growth Percentile</i>	<i>ELA</i>	<i>Math</i>
<i>ES 16-17</i>	<i>50.50</i>	<i>59.50</i>
<i>ES 17-18 Goal</i>	<i>53.50</i>	<i>62.50</i>
<i>MS 16-17</i>	<i>40.00</i>	<i>45.00</i>
<i>MS 17-18 Goal</i>	<i>43.00</i>	<i>48.00</i>
<i>HS 16-17</i>	<i>29.00</i>	<i>23.50</i>
<i>HS 17-18 Goal</i>	<i>32.00</i>	<i>26.50</i>

The percent of ELs meeting or exceeding on OAKS Science will increase as follows by June 2018 based on OAKS Science results:

<i>Percent Met</i>	<i>Science</i>
<i>Grade 5 16-17</i>	<i>27.50</i>
<i>Grade 5 17-18 Goal</i>	<i>30.50</i>
<i>Grade 8 16-17</i>	<i>13.20</i>
<i>Grade 8 17-18 Goal</i>	<i>16.20</i>
<i>Grade 11 16-17</i>	<i>17.60</i>
<i>Grade 11 17-18 Goal</i>	<i>20.60</i>

24. Describe how the district will measure the effectiveness of the program based on the goals stated in 22. What specific measure(s) will be used to determine the effectiveness of English language proficiency? This could include district formative assessments.

The ELD Coach will analyze progress towards goal indicators at the end of each school year and share results with ELD Specialists. The program will be highly effective when attaining or surpassing all goal areas. The program will be effective when attaining progress towards goals. The program will be working towards a higher level of effectiveness when results do not maintain previous year's levels.

The ELD Coach will also analyze ELD Program progress by reviewing growth results from the ELD Program Rubric when completed annually by the ELD Coach, District Admin, and ELD Specialists. Additionally, Language Acquisition Progress scores and DIBELS scores will be analyzed per each EL, school, and program model.

25. Describe how the district will measure the effectiveness of the program based on the goals stated in 23. What measure(s) will be used to determine the effectiveness of the core content knowledge goal? This could include district progress monitoring assessments.

ELA	Progress Monitoring – DIBELS and Curriculum Unit Assessments Summative - SBAC
Math	Progress Monitoring –iReady and Curriculum Unit Assessments Summative - SBAC
Science	Progress Monitoring – Teacher made assessments / CFAs for PLCs Summative – OAKS Science

26. Describe the frequency the district will progress monitor the established goals.

At the district and school level, teachers will evaluate the growth of the student on these measures through the EL District Committee, Building EL Committees, grade level teams, and PLCs.

At the Fall meeting, the EL District Committee will evaluate the ELPA21, SBAC ELA and SBAC Math data looking for patterns of students improving as well as students stagnating. Based on this data, the PLCs consider changes in instruction and supplemental curriculum. Also based on this data, the T-III Coordinator identifies areas of improvement in the content area classes and discusses them with the principals and develops a plan to improve student achievement through sheltered instructional strategies (SIOP, AVID).

Throughout the year, during PLC time, teams are asked to look specifically at how the ELs and Monitor Students are doing, and make adjustments as needed.

27. Describe how these goals compare to the district’s educational goals for non-EL students. Be specific to include all EL groups of students enrolled in the district.

All students are expected to continually grow from year to year, and to meet on the SBAC English Language Arts and SBAC Math. All students are expected to make progress towards earning a diploma and being proficient in the Essential Skills of reading, writing and math.

28. Describe how these goals will prepare ELs to meet the district goals for its overall educational program, graduation, and the college/career ready standards.

EL students who begin their education in our district and are able to exit the ELD program within five to seven years, will be on track to meet the district goal of graduating with a high school diploma. All of the EL students will demonstrate proficiency in reading and writing in English, as well as in math, which will prepare them for college and/or the workplace.

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

29. Describe the district's procedure which includes a step to administer the Language Use Survey to all students. Include the school year the district will begin using the state-approved Language Use Survey.

As part of the registration process for school, all families complete the state-approved Language Use Survey. This updated survey began being administered at the end of the 15/16 school year and was fully implemented for start of the 17/18 school year. Any families new to the district at any grade also complete this registration process.

30. 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.

Step 1 Language Use Survey: At the time of registration, all students complete a Language Use Survey. The Survey is available in Spanish and English. If a family is unable to read the survey, translators are available in every school. If the family does not speak Spanish or English, then a community member is contacted to assist with translation, or the district uses the services of Transact, or a translation agency available over the phone.

The LUS is a required document in order for a registration to be complete.

The school secretary reviews the document and notes that the family communicates in English and the form matches, or the family communicates in Spanish and the form indicates that Spanish is spoken at home. If the form indicates only English but the family communicates primarily in Spanish, the school secretary will note that on the form.

Within 2 school days, all forms indicating that a language other than English is spoken in the home are passed to the school's ELD Specialist.

Step 2 Assessment: Within 30 days of the first day of school or 10 days if registering after the first day of school, new potential ELs are administered the Woodcock Muñoz by the school's ELD Specialist (or designee) who has been trained in administering and scoring the assessment. Students who score less than CALP 4, based on the Overall Broad English Ability score, are placed in the ELD program at the level most appropriate to their level of English proficiency.

This data is sent to the T-III Coordinator who updates both the district database of EL students, and eSchool.

Step 3 Notification: The school's ELD Specialist notifies the building administration and appropriate teachers of the student's placement within 2 days, and coordinates with them to develop an appropriate schedule of classes. At the secondary schools, the Woodcock Muñoz is part of a series of placement tests, and so the results of all these assessments are shared with the teachers and guide placing the student in an appropriate class.

Within 30 days of the first day of school or 10 days if registering after the first day of school, the school's ELD Specialist sends out a Parent Notification Letter (PNL) to let the parent know that the student has been placed in ELD classes and provides a contact number if the parent wants to discuss the placement.

Once the schedule has been decided, the school's ELD Specialist sends the program codes to the T-III Coordinator. The T-III coordinator updates both district database and eschool.

Step 4 Documentation: The Language Use Survey for all students and the Woodcock-Muñoz report and PNL for all EL or potential EL students are filed in the student's cumulative folder.

Information from those forms are kept in both the school's student data system eSchool, and in the District EL Database, which is located on the shared District Google spreadsheet. This database contains historical data, including all test scores for active and inactive students. This database is updated weekly. All ELD Specialists have access to this database.

Beginning of the Year:

Required Forms for ELD			
Title of Form	Who is responsible? Who reports it?	When?	Where does the form go? Where is it filed?
Form #1 Language Use Survey (LUS) -English -Spanish	School Secretaries: This Form is required at the time of registration.	Within 2 school days of registration, it is given to the ELD Specialist (see note below)	Cumulative Folder
If the only language listed on the form is English (And Learner is not NA/AN with listed Tribal Affiliate) , the LUS is filed in the Cumulative Folder If another language is indicated on the form, the LUS is given to the ELD Specialist and a Woodcock Muñoz Test is scheduled and/or or follows up with parents/family if LUS contains questionable information.			
Form #2 Woodcock Muñoz Test score report	ELD Specialist schedules and administers the WM, sections: 1-4.	Within 10 school days of enrollment or 30 calendar days of the first day of the school year.	2 Copies of WM GRADE report 1. Cumulative Folder 2. Enter the RPI score and CALP score in the Google Sheet and send reminder to T-III Coordinator. Include notes on placement level and program codes.
All EL documents should be TOGETHER in a BLUE folder, INSIDE the cumulative folder			

Form #3 PARENT NOTIFICATION LETTERS - ALL students qualified for ELD services	ELD Specialist completes	Within 10 school days of enrollment or 30 calendar days of the first day of the school year. Every year the student is in ELD	2 copies: 1. Cumulative Folder 2. Mailed to parent
Form #4 Initial Fluent Letter / Not Qualifying Letter	ELD Specialist completes	Within 10 school days of enrollment or 30 calendar	2 copies: 1. Cumulative Folder 2. Mailed to parent
Form #5 EXIT/Re-entry/MONITOR	ELD Specialist completes	May/June	Copy retained in student cumulative folder
Teacher Monitor Survey Form #6	Classroom Teachers	Fall / Spring	Electronic Copy in Ellevation
Annual State English Language Proficiency Assessment Results ISRs (Individual Student Results)	ELD Specialist completes	May/June	2 copies: 1. Cumulative Folder 2. Mailed to parent

Other Forms			
Form #7 EXIT from ELD services Parent Notification Letter (Optional)	ELD Specialist completes	May/June	Copy retained in student cumulative folder
Form #8 Request for English Language Program Withdrawal/Denial of Enrollment into ELD - English - Spanish	Parent completes after consultation with ELD Specialist and team which may include classroom teacher, Special Education, administration, counselor, etc. Withdrawal from ELD services is reported to T-III coordinator in order to update eschool and database	Anytime Within 2 school days of receipt of Withdrawal from ELD services	Cumulative Folder
Form #9 Program Audit File Review	Principals submit completed file review form to T-III coordinator	Before Nov 30	T-III Coordinator
Form #10 Parent Survey - English - Spanish	Director Of Curriculum and Instruction and Special Programs.	June-every two years	T-III Coordinator
Form #11 ELD Specialist Survey	ELD Specialist completes	June-every two years	T-III Coordinator
Form #12 Completion of Monitoring Letter	ELD Specialist	May/June	Letter mailed to all applicable students. Copy in Cumulative folder.

Student who have already been identified as EL:

In District transfers:

Building secretaries contact/e-mail ELD Specialist when they receive information (EL folder, designation in eSchool) to notify them of a new EL student in the building. ELD Specialist contacts previous school ELD Specialist to make accurate placement within 2 days.

31. Describe the district’s procedure to include a process to identify Native American students who may be ELs.

Based on responses on the Language Use Survey, if a family identifies as Native American / Alaska Native and lists a tribal affiliate, they are eligible for ELD screening even if language on Language Use Survey is all English.

All registration packets contain a Language Use Survey. At the time of registration, parents of incoming students complete a Language Use Survey as a part of the registration process. The survey is available in Spanish and English. If a family is unable to read the survey, an interpreter is provided to assist the parents in completing the LUS and other related documents. If the family does not speak Spanish or English, the district will make necessary arrangements to provide oral and/or written translation of all registration documents. The building secretary or school’s ELD Specialist will contact the T-III coordinator within 1 day if additional translation services are required.

The LUS is a required document in order for a registration to be complete. The ELD Specialist will follow up with families who do not submit the LUS to make certain all students have the completed document on file.

The school secretary reviews the registration documents and notes if there is any indication that the family communicates in a language other than English, either written in the forms or after speaking with the parents.

Within 2 days, all forms indicating that a language other than English is spoken in the home are copied and given to the ELD Specialist for immediate language testing or to follow up if there is need for clarification prior to testing.

Within 10 calendar days of the start of the school year the T-III coordinator will generate a list of current students who have indicated Hispanic “No” and Native American “Y” in the school data system. ELD Specialists will receive a list of all new students in their building who identified themselves as Native American. The ELD Specialist will meet with those students who are not already identified through the language use survey.

32. Describe the district's procedure for identifying potential ELs with a disability (i.e., interpreter, special education, refugee, etc.).

ELD Staff works in conjunction with Learning Specialists (SpEd Staff) and Reading Specialists to most appropriately screen, progress monitor, intervene, offer intensive support, and when appropriate identify for Special Education services.

All schools have Spanish/English bilingual staff at the front office and/or a protocol to contact other bilingual staff in the building to provide translation. In addition, most EL teachers are also Spanish/English bilingual and can assist families. The front office staff regularly calls upon them to provide additional answers to questions regarding ELD services and other services.

For students who have an IEP upon entering school for the first time, SPED and ELD teachers agree on the language skills to work on and it reviewed during the annual review. The ELD teacher is a part of the annual review meeting. The Stages of Sequential Second Language Acquisition checklist will be used to identify what the student can do and the next skills to master.

Some ELSWDs may need a Consult Model in which, ELD services are specially designed and carried out by both the ELD Specialist and Learning Specialist (SPED).

For students whose WM score does not match the student's oral ability/BICS (i.e. WM English = 1, and SOLOM oral skills = 3)

- If the student has an IEP, then the SPED and ELD teachers meet to discuss the correct placement for the child. The team should consider the following information:
 - Previous SPED information and testing
 - WM subtests
 - Grade level team input
- If the student does not have an IEP, then the ELD teacher should consider the following information before placing the student in the correct class.
 - Parent interview
 - Grade level team input
 - Consultation with SPED, reading and other specialists

33. 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. Include the agreement to use the state approved fluency scores at each grade level.

The Woodcock Muñoz (sections 1-4) is used initially to determine a student's eligibility for placement in the ESL Program. The Woodcock Muñoz gives scores for reading, writing, listening, and speaking

English. For district purposes (program placement), assessment results are formatted using the Relative Proficiency Index (RPI) score based on GRADE level. Students earning scores of 4 or higher under the CALP heading of Broad English Ability are not admitted into the program. ELD Specialists have the discretion to determine qualification for potential EL status for students with an IEP or who will potentially have one and work with Learning Specialists to make appropriate plans to support the learner's individual placement.

For students with identified disabilities, the Student Oral Language Observation Matrix (SOLOM) can be administered. Using the accompanying rubric, the student's basic interpersonal communication skills and cognitive academic language proficiency skills are assessed by test administrator and classroom teachers to determine eligibility for ELD services.

By using these assessment pieces to measure all modes of language, the administrator prints a report using the WMLS reporting software to receive a "Broad English Ability" score. When learners receive a CALP score of 4 or higher, they are indicated as a 3H (English Proficient) and not included in the EL Program. Learners with a lower score are entered into the EL Program and placed for ELD instruction based on their language level.

Table 2: ELP Screener – Initially Fluent Score

TEST	K	1	2	3	4	5	6	7	8	9	10	11	12
ELPA21 Screener	Proficient												
Woodcock-Munoz	Level 4 Broad English Overall												

HRCSD ensures identification and exiting records for all potential English Learners who are screened by the district for EL services (this includes current and former English Learners as well as students determined not to qualify for EL services) are filed in the student's cumulative folder. This will aid in providing EL services when students move across districts.

34. Describe the district's plan for having students assessed by a trained assessor.

The Title III coordinator or designee trains those new to their position and needing training in administering and scoring the Woodcock Muñoz.

35. Describe the district's plan to include the procedures for collecting the assessment data, and sharing the results with teachers.

The ELD Specialist notifies the building administration and teachers of the student's placement within 2 days, and coordinates with them to develop an appropriate schedule of classes. At the secondary schools, the Woodcock Muñoz is part of a series of placement tests. The results of all these assessments are shared with the teachers/counselors and guides placement of the student in appropriate classes.

ELD Specialists report scores to the ELD Coach to ensure all data are entered into information and software systems. Results are shared with teachers via eSchool and ELlevation.

36. Describe the district's plan to include a description of where and how the assessment data will be stored.

Assessment data is available to staff in two primary locations.

1. Performance Tracker data system-all state and district required assessments for all students including special programs information (LEP, EL, TAG, Migrant, SPED, etc.)
2. Historical data is also stored on the shared Google sheet. This database contains historical data, including all test scores (Woodcock Muñoz, ELPA21) for active and inactive students EL students. This database is updated weekly. All ELD Specialist have access to this database.
3. The majority of individual student data needed for instructional planning and assessing (i.e. SBAC, DIBELS, ELPA21, SRI, iReady, and others) is accessible by all classroom teachers for their ELs and Monitor students through ELlevation.

Additional district assessment data is also accessible to staff through other software tracking systems specific to building and levels (DIBELS, iReady, SRI, work samples, etc.)

The data needed for the LEP collection is entered into e-School (the district's student data system) and shared on the Google Sheet.

37. Describe the district's plan to include a timeline, person responsible, and template for the required parent notification letters for eligibility as an EL or initially fluent students

The Parent Notification letter is sent out within 30 calendar days if the student enrolled on the first day of school, and 10 school days if the student enrolled after the first day of school. The ELD Specialist completes the PNL and sends it the parents in a language they can understand.

The letters for notifying parents of program placement or initial fluency are available through ELlevation.

The Parent notification letters in English and Spanish are below.

38. Include the process for ensuring parent notification letters are provided in a language parents can understand.

ELlevation provides the notification letters in up to fifty languages, which covers all languages spoken in district. If a new student/family join the district who speak a language other than those fifty languages, the district contracts with other districts or translator to provide oral and/or written translation as appropriate.

39. Describe where the original language use survey, identification screener results, and original parent identification communication will be stored.

The Language Use Survey, screener results, and original parent identification communication will be stored in the student's permanent file (cumulative file).

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

40. 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. Consider putting this information in a chart – by school, grade, grade level; include all EL programs for all groups of ELs (SIFE, Recent Arriver, ELSWD, etc.).

The goals of our educational programs are to develop social and academic proficiency in English, achievement of grade level standards and encourage students' continued use of their first language as a resource for learning and success. EL instruction is designed to develop English language proficiency and support academic content knowledge. Individual needs are respected and accommodated through the systemic use of instructional methods that foster high academic achievement. Programs promote accelerated academic achievement and enrichment and function in unison with other educational programs while complying with all state and federal guidance. District staff works together to build comprehensive programs that ensure equity and student achievement. EL students are proportionately represented in all school programs and services. They become confident learners and are empowered through the development of critical thought, reflection and action through meaningful access and participation in rigorous programs based on research-based best practices aligned with common core standards.

	English Language Development	
	All ELD classes to be instructed by ESOL endorsed or ELD trained* teacher	
	Beg/Early Intermediate	Intermediate/Early Advanced
K - 2nd	<ul style="list-style-type: none"> • 30 minutes instruction by level/adjacent level per day (Program Code 21/22) • Dual Language / Developmental Biliteracy (Program Code 21) • Transitional Biliteracy (Program Code 21) <ul style="list-style-type: none"> • In class supported by ELD teacher (Program Code 21) 	<ul style="list-style-type: none"> • 30 minutes instruction by level/adjacent level per day (Program Code 21/22) • Dual Language / Developmental Biliteracy (Program Code 21) • Transitional Biliteracy (Program Code 21) • In class supported by ELD teacher (Program Code 21)
3rd-5th	<ul style="list-style-type: none"> • 30 minutes instruction by level/adjacent level per day (Program Code 21/22) • Dual Language / Developmental Biliteracy (Program Code 21) • Developmental Biliteracy (Program Code 21) 	<ul style="list-style-type: none"> • 30 minutes instruction by level/adjacent level per day (Program Code 21/22) • Dual Language / Developmental Biliteracy (Program Code 21) • Developmental Biliteracy (Program Code 21)
6th-8th	<ul style="list-style-type: none"> • 45 minute class period every other day (Program Code 23) 	<ul style="list-style-type: none"> • 45 minute class period every other day (Program Code 23)
9th-12th	<ul style="list-style-type: none"> • 90 minute class period every other day (Program Code 23) 	<ul style="list-style-type: none"> • 90 minute class period every other day (Program Code 23)
SPED	Consult Model - Regular consultation with ELD teacher with SPED staff providing direct service (Program code 21)	

*ELD trained teacher has documented hours of coursework or training toward ESOL endorsement

Program Models-ELD	
Code	Definition
21	ELD Push-in ELD instruction is provided within the student's mainstream or content-area classroom
22	ELD Pull-out ELs spend part of the day in a mainstream classroom and are pulled out for a portion of the day to receive ELD instruction.
23	ELD Class Period ELs receive their ELD instruction during a regular class period and also receive course credit for the class.

41. Describe the methods and services the district will use to teach English language. Break this out by each different English language program.

Elementary Program Options:

Cascade Locks Elementary-ELD							
Grade	Proficiency Level	Model	Materials	Instructor	Location	Time	Other Supports
K-5	1-4	Pull-out	Wonders ELD	ELD teacher or trained classroom teacher	ELD Classroom	30-60 min. per week	EL IA
K-5	1-4	Pull-out	Wonders ELD	EL IA	ELD Classroom	120 min. per week	
4-5	3-4 (ELSWD)	Pull-out	Language!	SPED Teacher	SPED classroom	300 min/week	ELD teacher
K-5	1-2	Pull-out	Imagine Learning	EL IA	ELD classroom	75-100 min/week	

Parkdale Elementary-ELD							
Grade	Proficiency Level	Model	Materials	Instructor	Location	Time	Other Supports
K	1-4	<ul style="list-style-type: none"> • Pull-out • Push-in 	Wonders ELD	ELD teacher or trained	ELD classroom / Classroom	120 min. per week	EL IA

				classroom teacher			
1-5	1-4	Pull-out	Wonders ELD, Dutro	ELD teacher or trained classroom teacher	ELD Classroom	120 min. per week	EL IA
4-5	3-4 (ELSWD)	Pull-out	Language!	SPED Teacher	SPED classroom	300 min/week	ELD teacher
K-5	1-2	Pull-out	Imagine Learning	IA	ELD classroom	60-100 min/week	

Mid Valley Elementary-ELD							
Grade	Proficiency Level	Model	Materials	Instructor	Location	Time	Other Supports
K	1-2	Pull-out	Wonders ELD	ELD teacher	ELD classroom	120 min. per week	EL IA
	3-4	Push-in	Wonders ELD	Classroom teacher	Classroom	120 min. per week	EL IA
1-5	1-4	Pull-out	Wonders ELD, Dutro	ELD teacher or trained classroom teacher	ELD Classroom	120 min. per week	EL IA
K-5	1-4	Biliteracy Pull-out	Wonders ELD	Dual Language Teacher	Dual Classroom	120 min. per week	EL IA
K-5	1-2	Pull-out	Imagine Learning	IA	ELD classroom	75-100 min/week	

May Street Elementary-ELD							
Grade	Proficiency Level	Model	Materials	Instructor	Location	Time	Other Supports
K	1-4	Pull-out	Wonders ELD	ELD Teacher	ELD classroom	120-150 min/week	
	1-4	Push-in	Wonders ELD, Math,	ELD Teacher ELD IA	ELD classroom	120-150 min/week	

			Science/SS materials	Classroom Teacher			
1-5	1-4	Pull-out	Wonders ELD	ELD Teacher	ELD classroom	120-150 min/week	
K-5	1-2	Pull-out	Imagine Learning	IA	ELD classroom	75-100 min/week	
4-5	3-4 SPED	Pull-out	Language!	SPED Teacher	ELD classroom	300 min/week	

Westside Elementary-ELD							
Grade	Proficiency Level	Model	Materials	Instructor	Location	Time	Other Supports
K	1-2	Pull-out	Wonders ELD	ELD teacher	ELD classroom	150 min. per week	EL IA
	3-4	Pull-out	Wonders ELD	Classroom teacher	ELD Classroom	150 min. per week	EL IA
1-5	1-4	Pull-out	Wonders ELD	ELD teacher or trained classroom teacher	ELD Classroom	150 min. per week	EL IA
K-5	1	Consult Model	WordlyWise 3000	SLC Learning Specialist	SLC Classroom	150 min. per week	SLC/EL IA
K-5	1-2	Pull-out	Imagine Learning	IA	ELD classroom	75-100 min/week	

Middle School 6-8 Program Options:

Hood River Middle School-ELD							
Grade	Proficiency Level	Model	Materials	Instructor	Location	Time	Other Supports
6-8	1-2	Class Period	Keys to Learning Rosetta Stone	ELD teacher	ELD classroom	90-225 min. per week (A/B schedule)	EL IA
	3-4	Class Period	Making Connections SRA English 3D	ELD teacher	ELD Classroom	90-225 min. per week (A/B schedule)	EL IA

Wy'East Middle School-ELD							
Grade	Proficiency Level	Model	Materials	Instructor	Location	Time	Other Supports
6-8	1-2	Class Period	Keys to Learning Rosetta Stone	ELD teacher	ELD classroom	225 min. per week (A/B schedule)	EL IA
	3-4	Class Period	Making Connections SRA English 3D	ELD teacher	ELD Classroom	90-225 min. per week (A/B schedule)	EL IA

High School 9-12 Program Options:

Hood River Valley High School-ELD							
Grade	Proficiency Level	Model	Materials	Instructor	Location	Time	Other Supports
9-12	1-2	Class Period	Keys to Learning Rosetta Stone	ELD teacher	ELD classroom	180-270 min. per week (A/B schedule)	EL IA
	3-4	Class Period	SRA English 3D	ELD teacher	ELD Classroom	180-270 min. per week (A/B schedule)	EL IA

42. 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.). Include all groups of ELs (SIFE, Recent Arrivers, ELSWD, etc.).

Supplemental EL program options used in addition to ELD program

	Literacy	Other Content
		Focus classes for Level 1 and 2 students only
K	<ul style="list-style-type: none"> English Literacy (Program Code 30) Dual Language (Program Code 14) Transitional Biliteracy(Program Code 13) Developmental Biliteracy(Program Code 14) 	<ul style="list-style-type: none"> Sheltered Instruction (Program Code 30) Dual Language (Program Code 14) In class support by ELD staff (Program Code 30)
1st-2nd	<ul style="list-style-type: none"> English Literacy (Program Code 30) Dual Language (Program Code 14) Transitional Biliteracy(Program Code 13) Developmental Biliteracy(Program Code 14) 	<ul style="list-style-type: none"> Sheltered Instruction (Program Code 30) Dual Language (Program Code 14) In class support by ELD staff (Program Code 30)
3rd-5th	<ul style="list-style-type: none"> English Literacy (Program Code 30) Dual Language (Program Code 14) Transitional Biliteracy(Program Code 13) Developmental Biliteracy(Program Code 14) 	<ul style="list-style-type: none"> Sheltered Instruction (Program Code 30) Dual Language (Program Code 14) In class support by ELD staff (Program Code 30)
6th-8th	<ul style="list-style-type: none"> Focus Language Arts class 60 minutes per day (Program Code 31) Standard Language Arts class period 100 minutes per day (Program Code 30) 	<ul style="list-style-type: none"> Sheltered Instruction/SIOP/AVID (Program Code 30) Focus Content class**(Program Code 31) Spanish Content area instruction (Program Code 31) In class support by ELD staff (Program Code 30)
9th-12th	<ul style="list-style-type: none"> Focus Language Arts class 100 minutes per day (Program Code 31) Standard Language Arts class period 90 minutes per day (Program Code 30) 	<ul style="list-style-type: none"> Sheltered Instruction/SIOP/AVID (Program Code 30) Focus Content class**(Program Code 31) Spanish Content area instruction (Program Code 31) In class support by ELD staff (Program Code 30)

Program Models-Content Area	
Code	Definition
14	<p>Developmental Bilingual</p> <p>Like Two-Way Immersion programs, these programs share the goals of bilingualism and biliteracy, and thus typically last through elementary school or longer (preferably through high school). Also referred to Dual Language Immersion, Maintenance Bilingual or Late-Exit Bilingual Education programs, these are programs that use two languages, the EL student's primary language and English, as a means of instruction. The instruction builds upon the student's primary language skills and develops and expands the English language skills of each student to enable him or her to achieve proficiency in both languages, while providing access to the content areas. These programs are designed for and typically enroll only English Learners.</p>
13	<p>Transitional Bilingual</p> <p>The primary goal of a Transitional Bilingual program is to facilitate the EL student's transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary. This program, also known as Early-Exit Bilingual Education, utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. Typically, transition to all English occurs by mid- to late elementary school. These programs are designed for English Learners.</p>
30	<p>Sheltered Instruction</p> <p>Teacher provides instruction that simultaneously introduces both language and content, using specialized techniques to accommodate ELs' linguistic needs. Instruction focuses on the teaching of academic content rather than the English language itself, even though the acquisition of English may be one of the instructional goals. Some examples of sheltered instruction models may include SIOP, GLAD, SDAIE, and CM. Classes using a Sheltered Instruction approach can be designed exclusively for ELs or for a mixture of ELs and non-ELs.</p>
31	<p>Newcomer Program – Core Content instruction</p> <p>Separate, relatively self-contained instructional program designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs on a short-term basis (usually no more than two years) before they enter more traditional programs (e.g., Bilingual, English language development and/or Sheltered Instruction courses or programs.) ELs receive their core content instruction in this program. These programs enroll ELs exclusively.</p>

Content Area Programs by School

Elementary:

Cascade Locks Elementary-Content						
Grade	Proficiency Level	Program	Materials	Instructor	Time	Other Supports
K-5	1-4	Sheltered Instruction	Bridges HM Social Studies Mystery Science	Classroom teacher	1000 minutes per week	EL Teacher Bilingual IA Title 1 staff

Mid Valley Elementary-Content						
Grade	Proficiency Level	Program	Materials	Instructor	Time	Other Supports
K-5	1-4	Developmental Bilingual (Dual Classroom)	Maravillas Wonders Bridges HM Social Studies Mystery Science	Dual classroom teacher	1000 minutes per week	EL Teacher Bilingual IA Title 1 staff
K-5	1-4	Sheltered Instruction	Bridges HM Social Studies Mystery Science	Classroom teacher	1000 minutes per week	EL Teacher Bilingual IA Title 1 staff

Parkdale Elementary-Content						
Grade	Proficiency Level	Program	Materials	Instructor	Time	Other Supports
K-2	1-4	Developmental Bilingual (Dual Classroom)	Maravillas Wonders Bridges HM Social Studies Mystery Science	Dual classroom teacher	1000 minutes per week	EL Teacher Bilingual IA Title 1 staff
K-5	1-4	Sheltered Instruction	Bridges HM Social Studies Mystery Science	Classroom teacher	1000 minutes per week	EL Teacher Bilingual IA

						Title 1 staff
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Westside Elementary-Content						
Grade	Proficiency Level	Program	Materials	Instructor	Time	Other Supports
K-5	1-4	Sheltered Instruction	Wonders Bridges HM Social Studies Mystery Science	Classroom teacher	1000 minutes per week	EL Teacher Bilingual IA Title 1 staff

May Street Elementary-Content						
Grade	Proficiency Level	Program	Materials	Instructor	Time	Other Supports
K-5	1-4	Sheltered Instruction	Bridges HM Social Studies, Wonders Mystery Science	Classroom Teacher	600 minutes per week	EL Teacher
4-5	1-2	Push in-Spanish Math support	Bridges	EL IA	240-300 minutes/week	

Secondary Schools

Table of EL Services: 6-12

Course Name	Program Model	Description and Purpose	Program Duration	Instructor	Criteria for placement
Core Support	Sheltered Instruction (30)	Guided study hall provides tutorial assistance on school assignments and projects.	45 minutes daily or 90 minutes A/B schedule	ELD Teacher Content Area Teacher	Not meeting benchmark on common formative assessments
Focus classes	Newcomer Program (31)	LEP students are taught content material in Spanish	90 min A/B schedule	Bilingual and HQ Content Area Teachers Bilingual IAs	Proficiency Level 1 and 2 students are placed in these classes. The student participates in the program until s/he has reached an English proficiency level sufficient to benefit from Sheltered Instruction
Intervention classes in reading	Sheltered Instruction (30)	Provide instruction in vocabulary, fluency and comprehension strategies	45-90 minutes daily	Reading specialist Bilingual IAs	Students reading more than 2 years below grade level
ESL content classes	Sheltered Instruction (30)	LEP students are taught content material in a mainstream classroom using GLAD/SIOP/CM/AVIDs strategies. Students are clustered into classes with teachers highly trained in these instructional techniques	3-5 times per week for 90 minutes per	ESOL endorsed or trained HQ content area teachers	All EL students participate in these classes until s/he has reached an English proficiency level sufficient to access mainstream classroom instruction

Special Programs

At the middle school level, all EL students are scheduled for core content and electives. Every effort is made to build schedules so that ELD courses are scheduled so as to not conflict with core classes and electives. Teachers in both the core instruction and special programs have attended ESOL, SIOP, GLAD, and/or AVID WICOR trainings and use strategies to support and include EL students.

At the high school, all students are assigned the required grade level classes in order to graduate on time. This includes elective classes at each grade level. ELD courses are scheduled so as to not conflict with core classes and electives.

43. Describe the professional development support for core content teachers that ensure ELs' ability to participate meaningfully in core instruction. Include how the district will measure the effectiveness of this professional development.

Teachers participate in ongoing ESOL coursework, GLAD, SIOP, Academic Language and/or AVID WICOR trainings.

Every three years, all classroom teachers participate in Sheltered Instruction training.

Through the PLC process, teachers address the unique needs of EL students in content area classes. PLCs share strategies that have proven to be effective in teaching ELs.

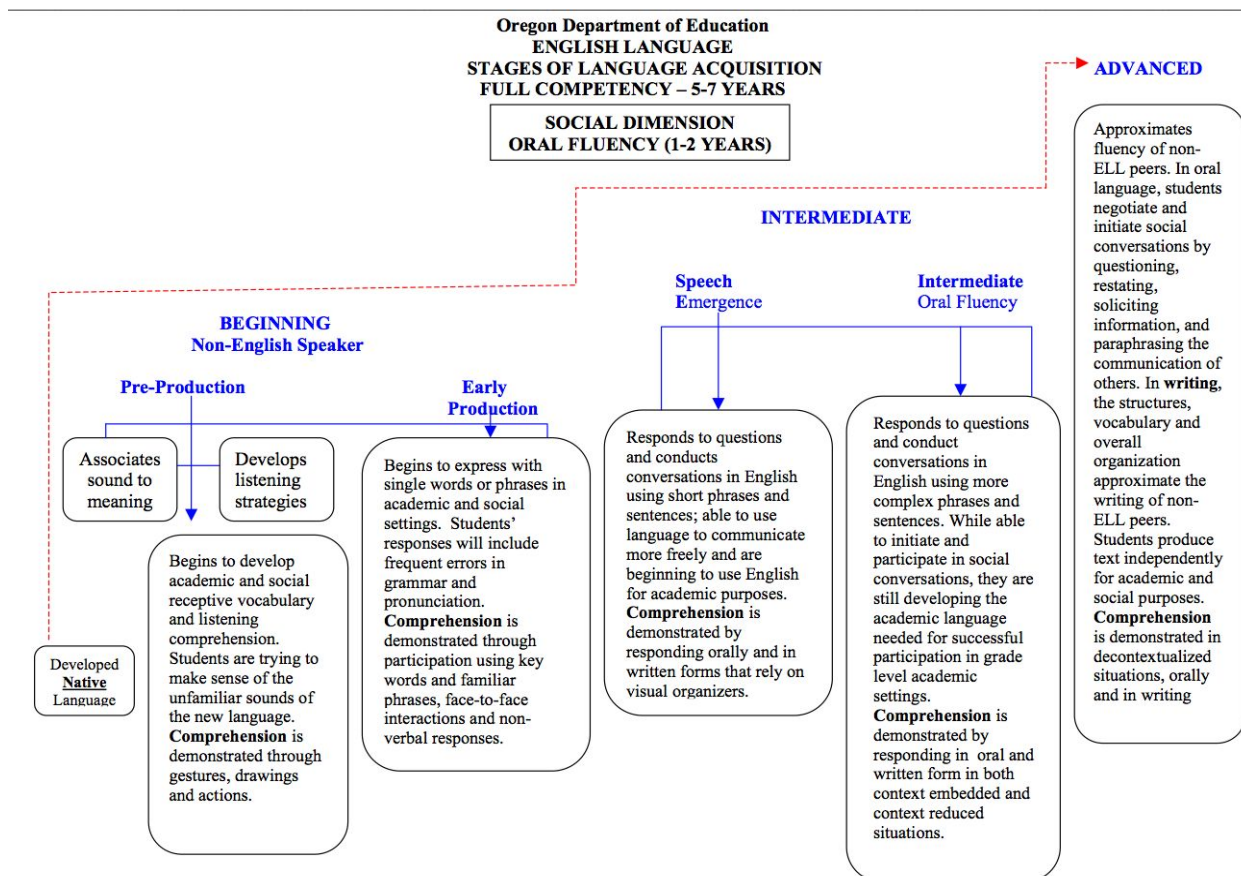
The Secondary Literacy Committee has identified several literacy strategies that are used by all teachers in all content areas. In this way, all content teachers share a common language and process for reading comprehension, note taking, summarizing, identifying text to support an idea, etc.

Title III coordinator coaches teachers on implementing EL strategies as needed. The district regularly offers professional development to support teachers work with EL students.

Administrators also receive training on Sheltered Instruction practices. These practices are noted in our evaluation system.

As a district, HRCSD tracks EL progress on state and district assessments.

44. 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. Include how the district will measure the effectiveness of these services.



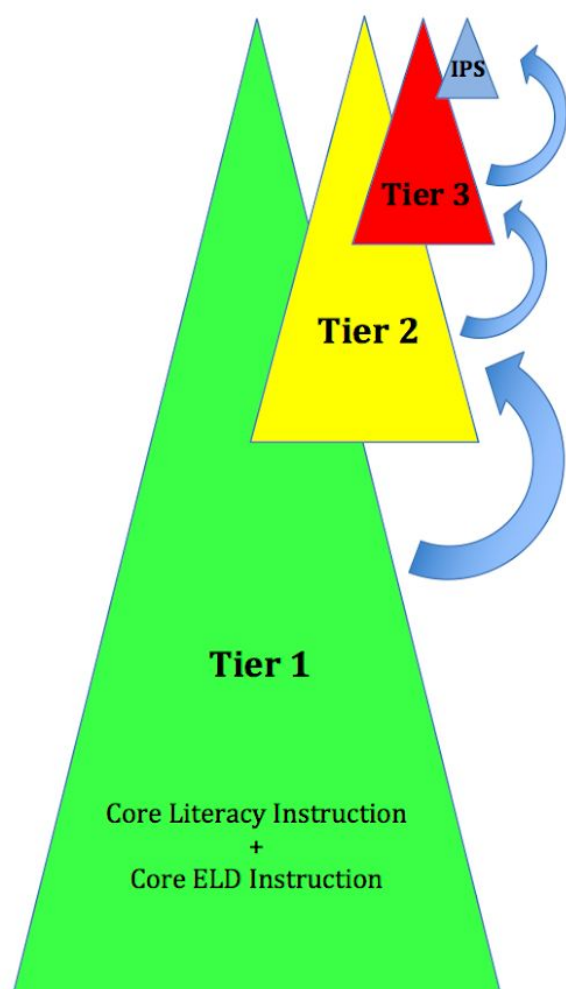
As a district, HRCSD tracks EL progress on state and district assessments.

45. Describe the district's plan to address the language and content needs for each of the following groups of students: ELSWD – with significant cognitive disabilities, ELSWD – emotional disability, ELSWD – behavioral disability, ELSWD – deaf/hard of hearing, ELSWD – blind/vision impaired, Recent Arriver/SIFE. Include the program options, how the district will determine the program for both elementary and secondary students. Consider making a chart. Ensure the program of service both EL and access to content includes a plan for timely graduation.

In the elementary schools, students with difficulty learning go through the Response to Instruction (RTI) process. Teachers must first document interventions and differentiation to core instruction to support student success. If these interventions have been unsuccessful, the student is referred to the BEST team. The BEST team consists of the parents, classroom teachers, SPED, ELD, and reading teachers, administrator, and counselor as appropriate.

Hood River County School District RTIi for English Learners

*For all levels of decisions for Response to Instruction and Intervention, include a classroom teacher, administrator, reading specialist, ELD specialist, Special Education teacher, and student's family when appropriate.



If still unsuccessful, provide a Tier 3 Intervention

Use the EPR, WMLS, and AQSIII data to:

- Identify individual student need and carryout intervention
- Provide additional intensive intervention that is tailored to student need.
- If not successful, or continues high need, refer to Individual Problem Solving (IPS) and continue the HRCSD RTIi Process.

What happens if Tier 2 interventions aren't working?

- Administer the WMLS in Spanish if Spanish is L1 to consider language
- Administer the AQSIII to consider acculturation
- Continue individualized support and progress monitoring

Tier 2 Intervention

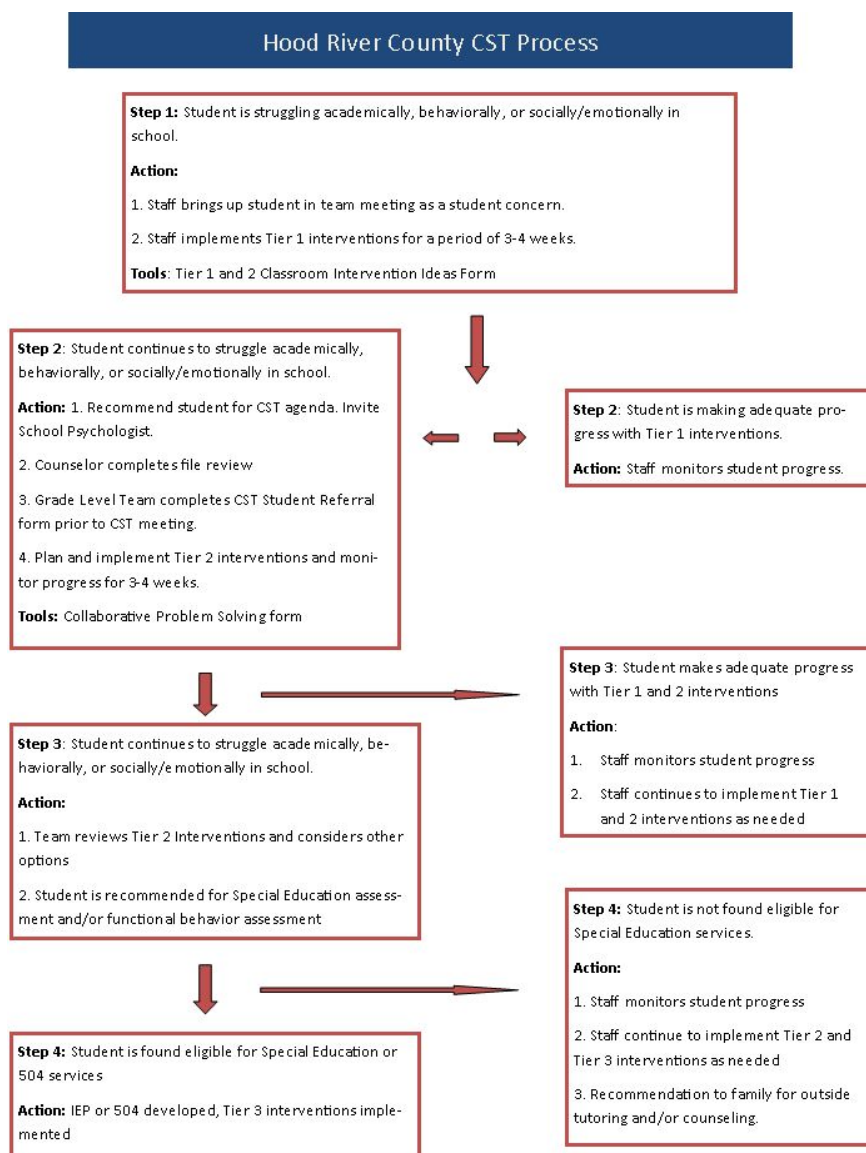
- Meant for lowest 20% of cohort
- Offers more tailored support and/or instruction
- Considers the learner's individual data and needs
- Look at Historical ELPA and DIBELS
- Progress monitor to look for growth and compare to grade level and cohort data

Start here -> Tier 1

Has the EL had access to core instruction in literacy and ELD?

- If the EL is a newcomer, ensure that the EL has developed BICS (either WMLS 20 or SOLOM 2)
- Consider the learner's scores on Easy CBM benchmarks compared to grade level data and cohort data (EL Level 1-5)

In secondary schools, students with difficulty learning go through the Child Study Team (CST) process. Teachers must first document interventions and differentiation to core instruction to support student success. If these interventions have been unsuccessful, the student is referred to the CST team. The CST team consists of the parents, the classroom, SPED, ELD, and reading teachers, administrator, and counselor as appropriate.



Program Options		
	EL	Access to Content
ELSWD - significant cognitive disabilities	<ul style="list-style-type: none"> Standard or modified access to ELD service model as determined by IEP Team including ELD Specialist. Consult Model - ELD Specialists consults regularly with Learning Specialist (SpEd staff) to set language instruction for that particular student if not able to participate in ELD Class as determined by IEP Team including ELD Specialist. 	<ul style="list-style-type: none"> Standard or modified access to content as determined by IEP Team including ELD Specialist.
ELSWD - emotional disability	<ul style="list-style-type: none"> Standard or modified access to ELD service model as determined by IEP Team including ELD Specialist. Consult Model - ELD Specialists consults regularly with Learning Specialist (SpEd staff) to set language instruction for that particular student if not able to participate in ELD Class as determined by IEP Team including ELD Specialist. 	<ul style="list-style-type: none"> Standard or modified access to content as determined by IEP Team including ELD Specialist.
ELSWD - deaf/hard of hearing	<ul style="list-style-type: none"> Standard or modified access to ELD service model as determined by IEP Team including ELD Specialist. Accessibility supports provided as needed 	<ul style="list-style-type: none"> Standard or modified access to content as determined by IEP Team including ELD Specialist. Accessibility supports provided as needed
ELSWD - blind/vision	<ul style="list-style-type: none"> Standard or modified access to ELD service model as determined 	<ul style="list-style-type: none"> Standard or modified access to content as determined by IEP Team including ELD

impaired	by IEP Team including ELD Specialist. • Accessibility supports provided as needed	Specialist. • Accessibility supports provided as needed
Recent Arriver / SIFE	• Standard access to ELD service model. • Additional supports may be given to learners to practice language skills at specific times in the student's week. • Additional ELD service in the form of push-in support or an additional ELD class period may be given.	• Possible standard access to content (K-5) in English or Spanish (MVES only) • Possible standard access to content (6-12) in English or Spanish (WYMS only) • Possible access Focus Classes for Newcomers (6-12) in subjects like English, Science, Social Studies, and Math • Class determination made by ELD Specialists, counselors, admin, and student/family

The district will determine the appropriate program for elementary and secondary EL service and access to content based on:

- Evidence-based practices - What works nationally / in Oregon / with our learners?
- Data-based decision making - What are the general program needs and individual learner needs?
- Input of Learning Specialist (SpEd Staff), ELD Specialists, Admin, the student and his/her family, and at times classroom teachers and counselors.

Section 5: Staffing and Resources (OCR section 5)

46. Describe the number and categories of instructional staff implementing the district's language development program. This information could be included in a chart – name of school, program, number and type of staff (include all programs that support ELs).

Instructional Staff Implementing Hood River County School District's English Language Development Program

School	MV	PD	MS	WS	CL	HRMS	WM	HRVHS
Licensed Teachers with ESOL Endorsement (FTE)	3	1	1	1	Consult with T3 coordinator	.5	1	1
Instructional assistants (hours)	19	14.25	6	6	1	4	6.5	17.5

47. 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.

All assigned ELD teachers have an ESOL endorsement, and may also be Spanish/English bilingual. IAs allocated to ELD programs work directly with ELD teachers and may also be bilingual, or have strong receptive skills in Spanish. All instructional staff in the ELD program meets federal highly qualified standards for their assignment. Content area staff assigned classes designed to support EL students have either an ESOL endorsement or coursework toward an ESOL endorsement.

48. Describe what methods and criteria the district will use to determine the qualifications of instructional staff assigned to the language development program.

The HRCSD Human Resources Department reviews official transcripts to ensure instructional assistants have 72 credit hours or have passed an equivalency test (CBEST or ParaPro Assessment). All staff assigned to the language development program are evaluated based on experience working with EL students, language proficiency, and specialized training prior to placement. Bilingual instructional assistants are evaluated on the ACTFL standards, and those that are rated at the intermediate high level or higher receive a five percent pay differential.

49. Describe the contingency plan for addressing staffing issues for the EL program (include all specialized programs supporting ELs). Include a plan for training, a schedule of training, a plan for recruiting qualified staff, and a schedule to have qualified staff in place.

Any temporary ELD teacher who is not qualified will:

- Be coached and supported by the TIII-Coordinator in aspects of teaching ELD as needed
- Work with ELD PLCs to learn about responsibilities, curriculum, instructional strategies, resources and assessments
- Observe other ELD teachers as needed

The district will continue to advertise for qualified staff until the position is filled with a qualified teacher.

50. Describe the district's selected core ELP instructional materials and supplies available for the district's language development program.

The elementary ELD adopted curriculum material is **Wonders ELD**. ELD teachers follow the suggested lesson plan for English Learners. The licensed classroom teachers received training in using complementary Wonders materials and use them with the all levels of EL students.

The secondary ELD adopted materials are **Keys to Learning, Making Connections, and SRA Reading Labs**.

Supplemental materials include, but are not limited to:

- Imagine Learning
- English 3D
- NewsELA
- ZipZoom
- Scholastic News
- Rosetta Stone
- RAZ Kids
- Starfall
- BrainPop ESL

During PLC time, ELD teachers share additional resources to teach the ELP Standards.

51. Describe the district's plan for regular and on-going review of district ELP materials and the timeline associated with the review. Include all instructional materials for all programs supporting ELs.

Elementary ELD Specialists meet at least three Mondays a month for one hour. Secondary and ELD teachers meet at least once a month for one hour. During that time, teachers discuss instruction, including materials, strategies, assessments and student data in order to improve student achievement. On Mondays that they do not meet as an ELD PLC, they join content and/or grade level PLCs to support content area teachers with instructional practices that best ELs in those classes.

All district materials are reviewed annually during program evaluation in May/June and recommendations for additional materials and purchase are considered by the curriculum director.

A full curriculum adoption process takes place once every seven years.

52. Describe the district's contingency plan when the district does not currently have the core ELP instructional materials, resources, and supplies necessary to implement the district language development program(s) and the plan for obtaining necessary items.

PLCs will notify their administrator and the T-III Coordinator if they do not have the necessary resources. The district makes it a priority to procure them through district and building funds.

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

53. Describe the district's criteria used to determine that an EL is proficient. Include any special considerations used for ELSWD students, SIFE students, Recently Arrived ELs, etc.

54. Describe the district's procedure for promoting ELs who did not score Proficient on ELPA21, and the procedure for those ELs that the district does not have an ELPA21 score. Include considerations for ELSWD, SIFE, and Recently Arrived ELs.

Criteria #1

An EL student who has earned a *PROFICIENT* status on the ELPA21 is considered proficient, and exited.

Level 5 students

- are able to be successful in the mainstream classes
- are able to read and write within two grade levels;
- seek help when needed.
- may not have met the grade level benchmark on assessments
- have made steady growth on assessments

A ELSWD, SIFE, or Recently Arrived EL student at level 5/Advanced may be retained based on ELL committee recommendation if there is a significant amount of data to support retention in the ELD program. Data considered for retention in program includes, but it not limited to:

- writing samples indicating significant errors attributed to language understanding
- state or local assessments 3 or more years below benchmark
- attendance and regular access to ELD instruction
- grades and success/failure in content area classes
 - may be considered if the team can document regular use of scaffolded/differentiated instruction by content area teachers
 - ELL committee determines that grades are based primarily on language concerns and not attendance, behavior or other issues.

Criteria #2

An EL student who has earned a *PROGRESSING* status on the ELPA21 or does not have an ELPA21 score and meets the necessary ELP criteria on the Criteria 2 Form may also be exited from the program with team agreement. The team should include ELD teacher and classroom teacher and may include administration, other specialists, parents and student.

Criteria #3: An ELSWD student who has not earned a *PROFICIENT* status on the ELPA21 may be exited from ELD services based on two or more of the following criteria, with agreement by the IEP Team and ELD Team.

- Has an IEP and has received ELD services for 5 or more years and has not shown growth on the ELPA21 that is comparable to their peers
- The student's special education testing and English language testing provides evidence that the student has achieved English skills comparable to their cognitive ability.
- Communication disability is present in any language based on standardized tests
- A disability is identified that significantly impacts their ability to gain English proficiency.
- The SPED and ELD teacher review A Bilingual Background Packet , which is managed by the ELD teacher:
 - Home Language Survey
 - AQS III
 - Stages of Sequential Second Language Acquisition checklist
 - Assessment data: ELPA, SOLOM, SRI,
 - History of ELD Placement (level, teacher, time, grades, etc)

If the team determines that the student is making progress on the measures, then the student should continue receiving ELD services.

If the team determines the student is NOT making progress on the measures, then the student is exited from ELD services.

55. Describe the staff responsible and their role in the exiting process.

Title of Form	Who is responsible? Who writes it up?	When?	Where does the form go? Where is it filed?
End of year List: -See below for details	T-III Coordinator provides this list to ELD Specialists.	When ELPA21 scores are available-May-June	This is stored in the ELD Team Google Folder ELD Specialist schedules Building EL Committee meetings to decide who to exit and re-enter.
Data on EL students: Assessments, grades, behavior, etc.	ELD Specialist schedules EL Committee meeting to determine who exits and who will re-enter the program based on data available	May	Building EL Committee reviews the data and makes decisions. ELD Specialist records the decisions
Final list of exits and re-enters	ELD Specialist updates the list in the ELD Team Google Folder	ELD Specialist sends it to Title III Coordinator as soon as it is prepared.	District DB is updated. Data is entered into eSchool and ELlevation LEP Collection is prepared.
Re-enter	ELD Specialist sends out letters to students who will be re-entered in the program.	Spring or Winter	To parents Cumulative Folder
Individual Student Reports	ELD Specialist sends letters to families with student ISR of how he/she/they performed on the ELPA21	May/June	To parents Cumulative Folder
EXIT Letter	ELD Specialist sends letters to families with student ISRs and/or other forms if student is exiting the program	May/June	To parents Cumulative Folder

56. Describe how and where the documentation of the district's exiting procedures will be maintained, and who is responsible for maintaining the documentation.

Required Forms for ELD			
Checklist for EL Students Exit/Re-enter	ELD Specialist	When a student has demonstrated mastery, or needs to be re-entered into the program.	Cumulative Folder
ELPA21 and Data Systems (Performance Tracker, ELlevation)	ELD Specialist	At the end of every school year	Cumulative Folder
EXIT / Monitor letter - English - Spanish (Not required)	ELD Specialist, after EL Committee recommends exiting the student from EL Program	Before the end of the year.	2 copies: 1. Mailed to parent 2. Cumulative Folder
Monitoring Forms	Classroom teachers and ELD Specialists	2 times: Fall and Spring	ELlevation
Monitoring Completion Forms	ELD Specialist	When a student has completed 4 years of monitoring	2 copies: 1. Mailed to parent 2. Cumulative Folder
Electronic Documentation	TIII Coordinator	Any updates or changes to student data	eSchool Performance Tracker ELlevation Others

At the end of the year:

Forms are placed together in the EL folder in the cumulative folder, with the oldest forms on the bottom of the pile. Parent Notification grouped letters together with the oldest on the bottom.

For those students moving to a different building, these forms are sent inside the EL folder in the cumulative folder to the next building.

If ELD Specialists have folders for students, they are welcome to send them also.

57. Describe how parents are included in exiting decisions, and how the district communicates with parents that their student has obtained English proficient or not.

Whenever a student is exited using Criteria 2 or 3, a student's parent/family is communicated with by the ELD Specialist to obtain parent/family input on the decision, preferably by inviting them to a meeting with other team members present.

Whenever a student is re-entered into the EL Program, a student's parent/family is communicated with by the ELD Specialist to obtain parent/family input on the decision, preferably by inviting them to a meeting with other team members present.

Parents/families are sent the student's ISR to show the student's performance on the ELPA21.

Parents/families are sent a PNL whenever their student enters the EL Program or continues in the program at the start of the year.

Parents/families are sent an EXIT Letter whenever their learner exits the EL Program.

Language progress is reported to families on student report cards and families are encouraged to attend conferences and ELD Family Nights to find out more information about the program and their student's language level.

58. Describe the district's monitoring plan for each of the four years a student is in monitored status (who is responsible, what is the frequency, is the frequency different depending on the student's academic progress or monitoring year, what documentation is reviewed, how and where is the documentation collected and stored).

All ELD Specialists have access to easily see their Mon 1 / Mon 2 / Mon 3 / Mon 4 learners in their school using ELlevation. All classroom teachers have access to easily see their Monitor status students in ELlevation.

In the Fall and again in the Spring the classroom teachers will complete Monitoring Forms on all of the their students on Monitor Status. ELD Specialist will review the Monitor forms and pay close attention to those in which classroom teachers indicate that a student needs additional support. The EL Committee will evaluate the data to find the cause of the poor grades and/or lack of success, and determine if it is due to weak English skills or to other factors. If ability in English is the problem, and language interventions don't meet the student's needs, then the student may be re-entered into the EL Program.

All data is tracked and stored in ELlevation. ELD Speciliast will us the EL Checklist Form and process If any students are re-entered. If any students are re-entered parents/family are included and informed and the form goes into the Cumulative Folder. The ELD Specialist informs the T-III Coordinator.

59. 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 for the monitored students in each of the four years.

The ELD Specialist will review Monitor Forms completed twice a year for all students on Monitor Status for each of their four years on Monitor Status. When classroom teachers have indicated that a student is not being successful and needs more support:

The ELD Specialist will gather data about the student:

- attendance
- behavior
- academic data from the class(es) the student has been failing, such as samples of their work and samples of other students’ work for comparison. (i.e. other ELD students; anchor papers)
- a list of the teacher’s assignments and how the teacher scored them

The EL team will consider the data and ask the following questions:

- i. Has the student been in class ready to learn? (attendance, personal/family situations)
- ii. Has the instruction been accessible?
- iii. Have the assignments been clearly explained? Fairly scored? And not marked down for being late?
- iv. Have other students in the class experienced similar problems?
- v. Is the content or skill the student is struggling with being addressed in another class or intervention?
- vi. Should the student be referred for a SPED evaluation?

If the answer to the first 3 questions is “yes” and the last three questions is “no,” then the student would be observed and based on those results, student data, and family input, the EL team would possibly refer the student to a team to receive a specific intervention or the student would be re-entered into the appropriate ELD class.

60. Describe the district’s plan to provide additional academic and/or language support for monitored students not succeeding in core instruction. This support addresses monitored student’s academic needs, not to determine to re-enter the student in the EL program.

Most monitor students are in the secondary schools, and are placed in Math and/or Literacy Intervention class when appropriate to receive additional support and more specific instruction towards their areas of need until they have mastered those skills and exit the intervention. This also supports them having greater success with their core classes. Our secondary schools also have instructional assistant staff that are on rotations to be in classes with the highest numbers of students on Monitor Status to assist and appropriately add/remove scaffolds for students on Monitor Status. These students are also monitored and sometimes receive specific interventions based on the secondary RTI Model and Early Warning Sign systems.

Additionally, all classroom teachers have access to ELlevation to track their Monitor Students’ progress on assessments and work on their specific areas of core content that they need to show the most growth in.

61. 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.

If parents sign a waiver denying ELD services, the student will not be placed in an ELD class. He/she will take the ELPA21 in the spring. Scores from the ELPA21, along with classroom summative assessments will be used to monitor the student’s academic and linguistic progress.

A district Parent Notification of English Language Development Program Placement letter will be sent to parents at the beginning of the following school year. It will include the student’s language proficiency level and the services provided by the district.

62. Describe the district’s communication with parents of monitored ELs during all four years of monitoring, when the district is considering re-entering the student in the EL program, when the student has completed monitoring, and when the student needs additional academic support to be successful during monitoring.

HRCSD notifies parents/families that their learner will be monitored for four years as part of the Exit Letter that is sent home when a student exits the EL Program. Whenever there are serious language concerns about a student on monitor status, the parents/family will be notified and the EL team will ask for their input on possible next steps of support or the possibility of bringing the student back into the EL Program. When a student has completed four years on monitor status, a letter will be sent to parent/family notifying them of the student’s completion of the monitor process. A copy will be included in the student’s Cumulative Folder.

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.

63. 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.

SEE ELs in RTII Flow Chart (K-5)

Grades (6-12)

Step 1: Grade Level Teams During grade level team meetings or PLCs where an ELD teacher is present, struggling students' data are reviewed and the student is placed in appropriate interventions. This team continues to monitor the success of the students in the intervention and make adjustments when needed. During this time, the team will establish if the issue is due to linguistic and/or cultural reasons or if a learning disability should be considered.

Step 2: BEST/CST Meeting: As with any other student considered for Special Education Program services, a referral is made to the building's Child Study Team (or PRIM Team at HRVHS) by either a teacher or parent. Consideration of a student's academic achievement and behavioral issues will include formal data such as grade reports and state test scores. Student work samples and anecdotal records from staff members that work with the student and from parents will also be reviewed. Assessment data includes, but is not limited to, ELPA21, DIBELS and a completed Stages of Sequential Second Language Acquisition Checklist. Accommodations that have been made are reviewed and, from this, possible additional strategies may be proposed. If the intervention strategies are not successful then the team may, with parental notification and consent, request that an educational evaluation be completed. Teams meet to review the data and interventions about a student.

Step 3: Pre-Referral This meeting is lead by the school psychologist. The team reviews the data from the CST/BEST and then decides to assess further or not. If further assessment is indicated, the assessment tools may be in the primary language: depending on the dominant language. Depending on the data reviewed, ELD students may be given the AQS Acculturation Questionnaire Screening (AQSIII), WM Bateria (Spanish) and/or the Kaufman Assessment Battery for Children (2nd edition). Additional data is collected through classroom observation looking for teacher sensitivity to linguistic and cultural needs, and interaction with peer community. The student's developmental history, previous school history and medical history is also collected.

Step 4: Eligibility Speech language pathologists, the school psychologist and SPED teachers compile data into a comprehensive evaluation that considers the factors related to language development and then meet again with ELD Specialist to determine if student meets criteria for educational disability. Once the evaluation is started, as determined by the BEST/CST team, the evaluation may only include some of these individuals.

Parent Notification:

- Parents are notified regarding concern for a student and are invited to participate in the Child Study Team or BEST process.
- All contact with the parent is made in the student's home language.
- Parental consent is required for an evaluation to be initiated.
- SPED staff will prepare reports and meet with parents to explain the results of evaluations completed. School team has 60 school-days to complete SPED evaluation once consent is signed.
- Parents meet with the evaluation team to determine an Individual Education Plan for students who qualify for Special Education Program services.
- Interpreters are provided as needed.

64. Describe how ELD teachers are included in the IEP process during pre-referral and IEP team meetings for ELSWD.

In the Hood River County School District from Kindergarten through 12th grade, there are several ways that ELD teachers are involved in the IEP pre-referral process and ongoing team meetings for ELSWD which includes:

- Interviewing parents about their concerns and their student's developmental history
- Taking part in the Individual Problem Solving Meeting or Pre-Best (building wide pre-referral meetings) conversations with teachers
- Kindergarten Early Intervention Transition meetings
- Sharing the results of the "Stages of Sequential Second Language Acquisition Checklist" and/or the AQS form.

In addition to IEP team meetings, an ELD Specialist is also included in:

- School RTI Committee meetings 100% and 20%
- AQS (Acculturation Quick Screen) testing of students
- Native language assessments in reading/math when appropriate and available
- BEST team meetings when deciding to move forward with SPED testing to ensure that the LEP is represented
- Sharing and discussing the results from academic and cognitive testing and SPED placement

At the elementary and secondary levels, the ELD teacher makes up part of the team that determines whether or not an EL may qualify for special education. If a student is Limited English Proficient, the ELD teacher may administer language assessments such as the WM in English and Spanish to see if there is a discrepancy between the student's language abilities.

65. Describe the process for determining the best ELD educational program is selected for each ELSWD.

At each school in the district, students are placed in leveled language groups according to their WM/ELPA21 scores. If there are inconsistencies in a student's score and language level based on teacher observations, formative assessment is then used for level placement. Consultation with the SPED teacher and Speech Pathologist is used to base continued participation in the ELD program and other instructional decisions. In some cases a team decision may be made to give a student ELD services in his or her SPED classroom using Language! classroom materials under a Consult Model.

Together, ELD teachers and SpEd teachers review both the state essential skills results and the English Language Proficiency Assessment scores to determine the best continued course of action for dual-identified students that will give them a greater opportunity to succeed and take an active role in their education.

66. Describe the district's process for ensuring any IEP meeting and IEP documents are accessible for parents of ELs in a language parents can understand.

IEP Documents will be available in English and Spanish. When the meeting or documents are needed in a language other than English or Spanish in order to be accessible for parents/family, the ELD Specialist will contact the TIII Coordinator to setup necessary interpretive supports and/or translated documents.

67. Describe the district's procedures for identifying ELs as Talented and Gifted. Include the steps, assessments, timeline, and person(s) responsible.

HRCSD conducts universal, non-verbal IQ screeners on all 1st and 6th Graders. Students can be referred throughout the year and are tested at the time they are referred. We also use SBAC Results and then qualify Latino and African-American students as TAG-Potential To Perform who score in the 97% and above category when compared with the Oregon Cohort data in Math and ELA.

Areas considered for student qualification in Hood River County School District's TAG Program include:

- Intellectually Gifted
- Academic Talent in Reading
- Academic Talent in Math
- Potential to Perform

Criteria of identification:

- Scores at or above 97th percentile on an intellectual ability test (Raven, Naglieri)
- Total scores in reading and/or mathematics at or above 97th percentile on the Oregon State Tests or other nationally standardized achievement test (ITBS)
- Behavioral information from teachers and parents
- Demonstrated potential to perform at the 97th percentile (margin of error is 96%) and classroom evidence

Students are referred through:

- Building staff members
- Parents
- Self-referrals
- Test scores

Identification Decisions: Building selection teams meet to review data on students who have been referred. Students must meet State and District criteria to be identified. Parents may appeal identification results by contacting the principal and the program coordinator about the decision. Students who do not qualify one year may qualify at a later grade level.

68. 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.

Every student of the district will be given an equal educational opportunity to participate in core course offerings, athletics, counseling, employment assistance and extracurricular activities. The district will treat its students without discrimination with regards to age, race, religion, color, national origin, sex, disability, gender identification, or marital status. Furthermore, no student will be excluded from participating in, denied the benefits of, nor subjected to discrimination under any educational program or activity conducted by the district.

Integration of EL students with the mainstream population is encouraged and facilitated. Classroom participation, language and enrichment activities, access to the curriculum and inclusion of EL students with peers are actively supported. To the greatest extent possible, EL students will take an active part in mainstream instruction with help from bilingual instructional support staff. ELD students participate in all required content classes. Electives and specials schedules (e.g., PE, music, technology, etc,) do not conflict with ELD classes.

69. Describe the district’s procedures for identifying ELs who also qualify for support from Title I-A (targeted assisted programs).

Grade level, Title 1, Reading, SPED, and EL teachers meets weekly or monthly to place/move kids who require intervention level support (RTIi reading/math) using data from district established assessments, including but not limited to, DIBELS, WONDERS, SRI, District Language Assessments, iReady, etc. Students who are EL are also placed in targeted reading and math assistance using these assessments, as well as teacher observation. Students requiring slightly less support are given in-class help through the use of instructional assistants.

70. Describe the district’s plan for EL graduation (4-year, 5-year timelines) for each of the EL groups (SIFE, Recently Arrived, and ELSWD – include plans by disability)

4 Year Graduation Rates				
Student Group	HRVHS 16/17	Oregon 16/17	ODE 16/17 Goal	24/25 Goal
Ever English Learners	79%	71%	55%	90%

5 Year Graduation Rates				
Student Group	HRVHS 16/17	Oregon 16/17	ODE 16/17 goal	24/25 Goal
Ever English Learners	81%	76%	62%	93%

Graduation Timelines	
ELs	Current- -Grade 9- ELP 3-5- Four Year goal -4 and 5 year plan -Grade 9- ELP 1-2- Five Year goal- 4 and 5 year plan -Grade 9- Monitor 1- Four Year goal- 4 and 5 year plan -Grade 9- Monitor 2-4- Four Year goal- 4 year plan -Grade 9- Former- Four year goal- 4 year plan -Grade 10, 11, 12- ELP 1-5- Graduation Plan
SIFE & Recently Arrived	EL- Same as EL timeline (see above) but Graduation Plan could identify need for possible credit recovery and necessary instructional interventions
ELSWD	ELSWDs will have specific graduation and transition plans designed for the individual learner. This will be part of the learner's IEP/504 Plan.
PHC 10 Intellectual Disability	
PHC 20 Hearing Impairment	

PHC 50 Communication Disorder	
PHC 60 Emotional Disturbance	
PHC 80 Other Health Impaired	
PHC 82 Autism Spectrum Disorder	
PHC 90 Specific Learning Disability	
504 Plan	

Section 8: Parent and Community Involvement

71. 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).

After each building EL team has made decisions about student placement for the following school year, the ELD Specialist in each school sends letters to the parents/families.

The ELD Specialist sends out the Parent Notification Letter (PNL)

- before September 30th for continuing students;
- within 30 calendar days of the first day of school in the fall for new students;
- within 10 school days for students who start at any time after the first day of school.

72. Describe the district's methods used to notify parents and students of available programs and services, including but not limited to: bilingual programs, alternative schools, charter schools, magnet schools, after-school supports, etc.

- All Hood River County School District enrollment forms are available in English and Spanish on the district server.
- Notices related to Common Core and SBAC information are available bilingually.

- Information about Special Education services is provided in multiple languages; IEP meetings are translated.
- All federal programs information is available in Spanish and English.
- Outside agencies, which provide services and work with the school district, are encouraged to provide translated flyers and information.
- Families on are invited to informational sessions on the Dual Language Program if they have students in PreK or Kinder at MVES.
- ELD Family Nights occur at every school at least once per year to inform families about the available programs and services in the district, EL Program, state assessments, ELD Class, how family members can participate in the education of their student and/or be involved in the schools.
- Parents/families are notified about after school supports via flyers, the website, parent meetings, student announcements, and district brochures.

73. Describe the district's methods used to notify parents of ELs regarding school activities communicated in a language parents can understand (i.e., progress reports, parent-teacher conferences, handbooks, fund raising, extracurricular activities, etc.). 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?

- The Hood River County School District Parent/Student Handbook is available in English and Spanish.
- District announcements shared through the automated phone service are provided in English and Spanish.
- Building staff translates newsletters and notices of special events.
- Building handbooks are available in Spanish and English
- School and district websites provide English and Spanish links to informational items
- Bilingual staff work as interpreters for parent/teacher conferences and special events.
- Bilingual postings of advertisements for extra-curricular and school-wide activities, notices, and newsletters in Spanish and English are encouraged.
- Bilingual notices in the local newspaper are encouraged.
- Outside agencies, which provide services and work with the school district, are encouraged to have translated flyers and information.

74. Describe the district's procedure, timeline, and the person(s) responsible for the dissemination of information regarding Title III to local private schools?

75. Describe the district's procedure, timeline, and person(s) responsible for the dissemination of information of Recent Arrivers to private schools as required by Title III.

In May, the District's Curriculum Director invites all private schools' principals and directors to a meeting to notify of the availability to opt into Title III services and inform them of Recent Arriver

information. Principals and Directors are required to return a letter indicating if they want services and if they will attend the meeting. Currently, no school takes advantage of this opportunity.

76. Describe the progress in sharing the ODE EL Legislative Report with parents, School Board members, community members, and staff annually.

There is a link on the district website to the ODE EL Legislative Report page so that parents, community members, and staff can see current and past reports in English and Spanish. When the report is released, the Director of Curriculum and Instruction shares the report with the Superintendent and he shares the information with the School Board annually.

77. Describe the district's procedure in recruiting parents of ELs to participate in school leadership roles. Include how the district will make these positions accessible for parents.

The ELD Coach, ELD Specialists, and administrators invite parents of ELs to participate in volunteer opportunities at school and to help lead engagement efforts with families. This information is shared at EL Family Nights. ELD Specialists also recruit families who are interested in working on the district EL Plan and/or working on District EL Program improvement. The ELD Coach, ELD Specialists, and administrators communicate with families to hold events are times that work best for families and offer supports such as child care and food to ensure ease of participation.

Section 9: Program Evaluation

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.

78. Describe the district’s program evaluation process of the implementation of district’s EL Plan.

- **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:**

District directs buildings to do a yearly EL file review which includes a sampling of 10 randomly selected EL students to determine if procedural components have been met. Results are collected by each building principal and submitted to Title III Coordinator and Director of Curriculum and Instruction by November 30 of each school year.

- **Include whether the evaluation determines if staff have followed applicable procedures and service requirements, including procedural and service requirements (frequency, timeliness, and documentation).**

- file review (once per year) provides information used to determine if staff has followed applicable procedures and requirements including. Principals review documentation in each folder to determine if requirements for timeliness, frequency and documentation have been met.
- database review (three times per year) with Title III Coordinator and district data specialists
- Staff survey (once per year) provides information on building level services, building needs, materials used, training needed, compliance with procedures
- Parent survey (once every two years) provides information on how well we are communicating with parents regarding ELD services as well as overall satisfaction with school.

- **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.**

- EL file review includes
 - Language Use Survey-date received, processed by ELD Specialist and testing date
 - Parent Notification Letter-language, date, level and service information
 - Assessment date-report, program codes, who administered
- District EL Database on shared Google Sheet
 - test dates, program codes, placement codes
- Staff surveys
 - services
 - staffing and group size
 - materials

- professional development
- Parent surveys
 - understanding of services
 - satisfaction with school and ELD program

79. Include the evaluation of the district’s identification process. Did the district meet the timelines for each step of the district’s identification process?

All schools reported that:

- A current Language Use Survey is in the Kindergarten Round-up packets, as well as in the regular registration packets.
- The Language Use Survey is collected at the registration process.
 - All secretaries/ assistants involved in this process participated in a training in August 2017 to review the procedures.
- Any family that could not read the Language Use Survey was provided a translator in their home language.
- All Language Use Surveys are filed in the student’s cumulative folder.
- Woodcock-Muñoz testing is being completed within acceptable guideline for beginning of year.
 - Few procedural problems with shorter window when students arrive after September
- Minimal issues with adjusting to new SIFE process.

80. Include the evaluation of the student initial identification assessment process. Did the district administer the identification screener in appropriate time?

All building coordinators reported that they complete the initial assessment of students with the Woodcock Muñoz within the first 30 calendar days of the first day of school. Two reported at least one student who was not tested within the first 10 school days of enrollment after a mid-year enrollment.

The parent notification letter was sent out according to timeline and then filed in the student’s cumulative folder.

81. Include the evaluation of placement in EL program services to all students with identified language needs.

The primary instrument for EL placement is the Woodcock Muñoz, but placement is not determined by this instrument alone. ELD Specialists also take into consideration other data that is available, including, but not limited to: ELPA scores, initial student interview; parent interview; review of IEP with specialists; cumulative file review of transfer students; SRI, DIBELS, SOLOM, etc.

82. Include the evaluation of adequate staff and materials that is consistent with the district’s EL program of service.

District EL review survey was completed by every ELD Specialist. Questions specifically addressed staffing levels and available materials are included on the survey. All schools reported that materials

and staffing were a concern. At the elementary level, district ELD materials are more of a reading rather than and ELD program. Teachers are using a variety of supplemental materials, including Rosetta Stone, Imagine Learning, and English 3D.

83. Include the evaluation of the district's exiting/reclassification process for students transitioning from the EL program.

All schools reported using teams (classroom teachers, specialists, administrators) to determine exit/re-entry of students into EL program as well as the use of multiple data sources including GPA, class schedules, parent input, writing samples, state test and state test scores. All EL staff reported comfort with exit forms as well as regular and consistent use of required form. This information is supported by file reviews done annually by building administration.

84. Include the evaluation of the district's monitoring practices for students who have transitioned from the EL program for each year of monitoring.

District EL review survey was completed by every ELD Specialist in January 2018. All schools reported use of ELlevation to complete Monitoring for learners on Monitor Status each year that they are on Monitor Status.

EL staff routinely checks progress in all subject areas of monitored students at each major grading periods. EL staff also uses email to check in with content area staff to locate monitored students in need of additional action. EL staff attends RTI, BEST, CST, 20% and grade level meetings to further check on the progress of Monitored students. Monitored students may be placed in a study hall or recommended for after school programs for additional support or considered for re-entry into the ELD program if the team determines student's lack of success is primarily due to language. Additional EL support has been designated to the high school to help support monitoring students who have recently exited the ELD program.

EL staff reported using multiple forms of assessment data including state testing, SRI, DIBELS, classroom assessment and teacher observations for monitoring exited students. EL staff discussed other ways that students were monitored including grade level, RTI and SPED team meetings. EL staff agreed additional monitoring needed to be done and document each year but that time constraints made quarterly monitoring impractical. Also expressed concerns about monitoring students this year without reading and math state assessment data.

85. Include the evaluation of EL parent participation in school/district decision making groups and the district's recruitment practices.

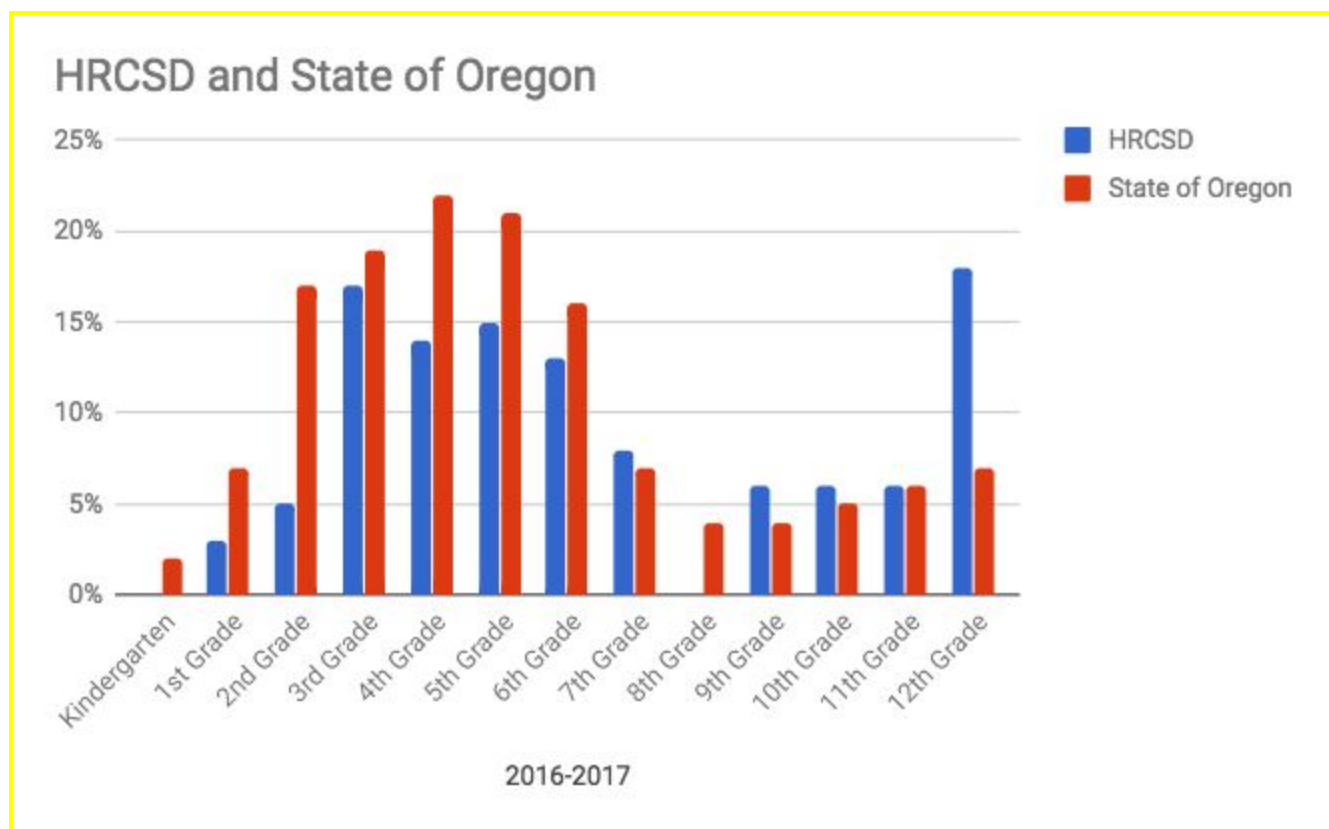
Student Performance Evaluation – English language

86. Describe the district's rate of ELs acquiring English language skills. Is the pace consistent the with district's EL program goals or expectations?

Initial data indicates that overall rate improved last year over the previous year.

	AMAO 1	AMAO 2A	AMAO 2B
14/15	61.05%	12.29%	44.44%
15/16	33.95%	6.07%	20.57%
16/17	40.16%	14.92%	30.09%

This rate is consistent with improving our outcomes and opportunities for our newcomers and those who have been in the program fewer than five years. However, we want to continue to improve our growth rate for all ELs and especially our ELs who have been in the program for more five years or more. A good first step would be improving our ELPA21 proficient rates to match the state average:



87. Describe the district's rate of language development progress compatible with the district's objectives for academic (core content) progress.

Our district's rate of language development progress is not yet at the the place in which it supports a high enough percentage of our ELs and students on Monitor Status to be successfully access core content at grade level. The following are data of EL and Monitor Status student performance in terms of the percentage meeting or exceeding state assessments.

	15/16 ELs	16/17 ELs
ELA	9%	7.5%
Math	8.3%	7.8%
Science	20.2%	19.2%
	15/16 Mon	16/17 Mon
ELA	37%	27.76%
Math	17%	44.70%
Science	29%	26.76%

88. Describe how the ELs are performing in English language skills compared to the district's goals and standards?

Based on a review of goals, data indicates district is gradually improving results in English language skills slowly each year. Based on domain growth, we want to see our data increase up to 50% marker or higher in all categories in terms of the percentage of students who grew at least one level in a particular domain. Right now we especially need to focus on the more expressive language domains.

% of students who grew at least one level				
2016-2017 Domain Level Increase	Reading	Writing	Speaking	Listening
CLES	40%	40%	40%	80%
MSES	53%	49%	49%	44%
MVES	40%	37%	44%	39%
PDES	62%	37%	46%	43%

WSES	52%	48%	55%	52%
HRCSD Elementary	49%	42%	47%	52%
2016-2017 Domain Level Increase	Reading	Writing	Speaking	Listening
HRMS	34%	33%	45%	28%
WYMS	26%	17%	17%	21%
HRVHS	25%	21%	48%	32%
HRCSD Secondary	28%	24%	37%	27%

89. Describe how the district's ELs are progressing in English language skills so they will be able to successfully handle regular coursework?

ELs continue to progress in their English language skills development through district coordinated ELD instruction and sheltered grade level content area instruction. Teachers provide necessary content scaffolds (small group instruction, writing prompts, sentence stems, etc.) and teacher created opportunities for collaborative academic discussion. ELs also receive specific instruction in English Language Proficiency standards to develop the language skills needed to be successful in the coursework of all of their classes.

	Subject	Pass	Fail	Total	%
Current EL's	Lang Arts	71	27	98	72.4%
6_8	Reading	56	38	94	59.6%
	Math	72	24	96	75.0%
	Science	39	17	56	69.6%
	Social Studies	41	20	61	67.2%

HRV

Lang Arts	46	8	54	85.2%
Math	38	18	56	67.9%
Science	41	5	46	89.1%
Social Studies	41	7	48	85.4%

90. Describe how the monitored ELs continue to demonstrate English language skills that enable them to successfully handle regular coursework.

Students on Monitor Status continue to demonstrate English language skills though grade appropriate ELA and other content area instruction. Teachers provide necessary content scaffolds (small group instruction, writing prompts, sentence stems, etc.) and teacher created opportunities for collaborative academic discussion.

Monitor	Lang Arts	149	29	178	83.7%
6_8	Reading	136	40	176	77.3%
	Math	150	27	177	84.7%
	Science	161	16	177	91.0%
	Social Studies	154	22	176	87.5%

HRV

Lang Arts	122	31	153	79.7%
Math	104	44	148	70.3%
Science	118	19	137	86.1%
Social	98	15	113	86.7%

Studies				
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91. Describe how the former (not monitored nor current) ELs continue to demonstrate English language skills that enable them to successfully handle coursework.

Former ELs continue to demonstrate English language skills through grade appropriate ELA and other content area instruction. Teachers provide necessary content scaffolds (small group instruction, writing prompts, sentence stems, etc.) and teacher created opportunities for collaborative academic discussion.

EVEL EL's	Lang Arts	35	3	38	92.1%
6_8	Reading	32	6	38	84.2%
	Math	32	6	38	84.2%
	Science	35	3	38	92.1%
	Social Studies	35	3	38	92.1%

HRV	Lang Arts	278	19	297	93.6%
	Math	239	44	283	84.5%
	Science	220	16	236	93.2%
	Social Studies	220	18	238	92.4%

Student Performance Evaluation – Academic Performance

92. 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.

93. Describe how the EL and monitored EL students are doing, over time, as compared to the academic performance of all other students.

The following are data of EL, Monitor Status, and ALL Students performance in terms of the percentage meeting or exceeding state assessments. Our ELs are progressing academically at a rate that is still significantly below that of our average student rate in terms of meeting expectations for core content knowledge as measured by state assessments. Over time our results have remained similar without much major change.

	15/16 ELs	16/17 ELs
ELA	9%	7.5%
Math	8.3%	7.8%
Science	20.2%	19.2%
	15/16 Mon	16/17 Mon
ELA	37%	27.76%
Math	17%	44.70%
Science	29%	26.76%
	15/16 All Students	16/17 All Students
ELA	50.9%	52.4%
Math	37.7%	42.4%
Science	58.7%	66.2%

94. 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.

The ELPA21, SBAC ELA, SBAC Math, and OAKS Science assessments are used as summative measures to indicate whether or not EL students are meeting district goals. DIBELS, SRI, and other assessments are used for progress monitoring of ELs towards meeting those goals.

Program Improvement/Modifications

95. Describe any identified concern(s) based on this evaluation.

- lack of materials that hopes to be alleviated by additional materials being added starting in the 18/19 school year
- Continued desire to enhance our Monitoring practices
- Continued desire to enhance our family engagement practices

96. Describe how the district will address the concern(s).

- District has ordered supplemental elementary and secondary materials that should clearly provide sufficient materials for the next four years beginning in 18/19. This was done so that the ELD Curriculum Adoption Team when next convene can determine the effectiveness of those supplemental materials and determine if changes are needed.
- The district has purchased Ellevation to support enhancement of Monitoring processes and resources. This year 17/18 is the initial roll out with all K12 staff.
- The district has purchased Family Engagement materials from Velázquez Press and is currently beginning implementation of new family engagement structures.

Appendix

EL Form #1

HRCSD Language Use Survey

Section 1

The purpose of this survey is to determine if your child's current language exposure and use might make your child eligible to receive English Learner (EL) services.

Student Name: _____ Grade Level: _____
 School: _____ Date of Birth: _____

1. What language(s) does your child **hear or use** regularly in your household (i.e. spoken, media, music, literature, etc.)?
 hear _____ use(i.e. ASL) _____
2. Circle the language(s) your child **understands**.
 - No English
 - Mostly another language and a little English
 - English and another language equally
 - Mostly English and a little of another language
 - Tribal or Native Language
 - Only English
3. What language(s) do **adults** most frequently **use** when speaking/conversing to your child?
 Father/Guardian: _____ Mother/Guardian: _____
 Other Adults in the Home: _____ Child-care Providers: _____
4. What language(s) did your **child speak/express** from 0-4 years of age? _____
5. What language(s) does your **child CURRENTLY speak/express** most frequently outside of school?

6. Does your child frequently participate in cultural activities that are in a language other than English? Please list the activity and how often your child participates in the activity (for example: once/week, 2 times/week, once a month, etc.).

7. Is there anything else you think the school should know about your child's language use?

Parent Questions: In what language(s) do you want to receive information from the school (if available)?

Father/Guardian: **Oral** _____ **Written** _____ **American Sign Language** _____
 Mother/Guardian: **Oral** _____ **Written** _____ **American Sign Language** _____

Section 2

Please check all that apply:

- ☐ Black
- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Native Hawaiian or Pacific Islander
- ☐ White
- ☐ Hispanic

If marked yes to Hispanic, please choose from the following:

- ☐ Hispanic -- Ancestors from Black peoples of Africa
- ☐ Hispanic -- Ancestors from North, Central, or South America
- ☐ Hispanic -- Ancestors from Asia, Cambodia, Vietnam, China, India, Japan, Korea, Philippines
- ☐ Hispanic-- Ancestors from Hawaii, Guam, Samoa or other Pacific Islands
- ☐ Hispanic -- Ancestors from Europe, the Middle East, or North Africa

Section 3

What grade levels has your student completed in the U.S.? _____

What grade levels has your student completed outside of the U.S.? _____

Parent or Guardian Signature _____ Date _____
What is your relationship to the student? _____ (ie, parent, grandparent, etc.)

Encuesta de HRCSD Sobre el Uso de Idioma

Sección 1

El propósito de esta encuesta es determinar si la exposición y el uso actual de idioma de su hijo(a) podría hacer que su hijo(a) sea elegible para recibir servicios de Aprendices de Inglés (EL).

Nombre del Estudiante: _____ Grado: _____

Escuela: _____ Fecha de Nacimiento: _____

1. ¿Qué idioma(s) **escucha o usa** regularmente su hijo(a) en su hogar (i.e. hablado, medios de comunicación, música, literatura, etc.)?
escucha _____ usa (i.e. LSA) _____

2. Circulo el idioma(s) que su hijo(a) **entiende**.

- No inglés
- Principalmente otro idioma y un poco de inglés
- Inglés y otro idioma igualmente
- Principalmente inglés y un poco de otro idioma
- Idioma Tribal o Nativo
- Sólo inglés

3. ¿Qué idioma(s) **usan** los **adultos** con más frecuencia cuando hablan o conversan con su hijo(a)?

Padre/Tutor: _____ Madre/Tutora: _____

Otros Adultos en el Hogar: _____ Proveedores de Cuidado de Niños: _____

4. ¿Qué idioma(s) **habló/expresó su hijo(a)** de 0 a 4 años de edad? _____

5. ¿Qué idioma(s) **habla/expresa su hijo(a) ACTUALMENTE** con más frecuencia fuera de la escuela?

6. ¿Su niño participa frecuentemente en actividades culturales que están en un idioma que no sea el inglés? Por favor indique la actividad y la frecuencia con la que su hijo(a) participa en la actividad (por ejemplo: una vez por semana, dos veces por semana, una vez al mes, etc.).

7. ¿Hay algo más que usted piensa que la escuela debe saber sobre el uso del idioma de su hijo(a)?

Preguntas para los Padres: En qué idioma(s) desea recibir información de la escuela (si está disponible)

Padre/Tutor: **Oral** _____ **Escrito** _____ **Lenguaje de Signos Americano** _____

Madre/Tutora: **Oral** _____ **Escrito** _____ **Lenguaje de Signos Americano** _____

Sección 2

Por favor

- ☐ Negro
☐ Indio Americano o Nativo de

Si marcó sí a Hispano, por favor elija una de las siguientes opciones:

marque todos los que apliquen:	<input type="checkbox"/> Alaska <input type="checkbox"/> Asiático <input type="checkbox"/> Nativo de Hawai o de las Islas del Pacífico <input type="checkbox"/> Blanco <input type="checkbox"/> Hispano	<input type="checkbox"/> Hispano - Antepasados de Raza Negra de África <input type="checkbox"/> Hispano - Antepasados de Norte, Centro o Sur América <input type="checkbox"/> Hispano - Antepasados - Asia, Camboya, Vietnam, China, India, Japón, Corea, Filipinas <input type="checkbox"/> Hispano - Antepasados de Hawai, Guam, Samoa u otras Islas del Pacífico <input type="checkbox"/> Hispano - Antepasados de Europa, Oriente Medio o Norte de África
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Sección 3

¿Qué niveles de grado ha completado su estudiante en los Estados Unidos? _____

¿Qué niveles de grado ha completado su estudiante fuera de los Estados Unidos? _____

Firma del Padre o Tutor _____ Fecha _____

¿Cuál es su relación con el estudiante? _____ (ie, padre, abuelo, etc.)

POTENTIAL EL – KEY

Language Use Survey

The purpose of this survey is to determine if your child's current language exposure and use might make your child eligible to receive English Language Learner (ELL) services.

Student Name: _____ (must be complete) _____ Grade Level: _____

School: _____ Date of Birth: _____

1. What language(s) does your child **hear or use** regularly in your household (i.e., spoken, media, music, literature, etc.)? hear _____ use(i.e. ASL) _____

IF OTHER THAN ENGLISH – POTENTIAL EL – ADMINISTER SCREENER

2. Describe the language(s) your child understands.
- YES POTENTIAL EL - ADMINISTER SCREENER
 - YES POTENTIAL EL - ADMINISTER SCREENER
 - YES POTENTIAL EL - ADMINISTER SCREENER
 - YES POTENTIAL EL - ADMINISTER SCREENER
 - YES POTENTIAL EL - ADMINISTER SCREENER
 - CHECK ETHNICITY CODES FOR NA/AN AND FOLLOW UP QUESTIONS BELOW (possible EL depending on Native American/Alaskan Native) – if ethnicity is NA/AN then potential EL – administer screener**

3. What language(s) do **adults** most frequently **use** when speaking to your child?

Father/Guardian: _____ Mother/Guardian: _____

Other Adults in the Home: _____ Child-care Providers: _____

IF OTHER THAN ENGLISH – YES, POTENTIAL EL – ADMINISTER SCREENER

4. What language(s) did your **child speak/express** from 0-4 years of age? _____
- IF OTHER THAN ENGLISH – YES, POTENTIAL EL – ADMINISTER SCREENER**

5. What language(s) does your **child CURRENTLY speak/express** most frequently outside of school?
- _____

IF OTHER THAN ENGLISH – YES, POTENTIAL EL – ADMINISTER SCREENER

6.

This question is for additional information

7.

This question is for additional information

Parent Questions: In what language(s) do you want to receive information from the school(if available) **these questions will help the district in providing communication to parents in a language the parents can understand.**

Father/Guardian:

Oral _____ Written _____ American Sign Language _____

Mother/Guardian:

Oral _____ Written _____ American Sign Language _____

EL Form #2
Generated SAMPLE report from Woodcock-Muñoz Testing Software

Woodcock-Muñoz Language Survey--Revised
Report of Language Proficiency Testing
English

Name: [REDACTED]
Date of Birth: 11/06/2001
Age: 16 years, 2 months
Sex: M
Date of Testing: 01/17/2018

School: HRVHS
Grade: 10.5
ID: [REDACTED]
Examiner: Cheri Manzo

TESTS ADMINISTERED

Alan was administered a set of tests from the Woodcock-Muñoz Language Survey--Revised (WMLS-R) English Form A.

ENGLISH LANGUAGE PROFICIENCY TESTING

Woodcock-Muñoz Language Survey, English Form A
Norms based on grade 10.5

TABLE OF SCORES

<u>Test/CLUSTER</u>	<u>Raw</u>	<u>GE</u>	<u>EASY</u>	<u>DIFF</u>	<u>RPI</u>	<u>PR</u>	<u>SS (68% Band)</u>	<u>CALP</u>
Picture Vocabulary	38	7.6	5.4	10.3	74/90	30	92 (88-96)	-
Verbal Analogies	21	6.0	3.9	10.2	74/90	29	92 (87-96)	-
Letter-Word Identification	65	12.4	9.5	16.5	95/90	64	105 (101-110)	-
Dictation	45	6.7	5.2	9.1	66/90	22	88 (84-92)	-
ORAL LANGUAGE	-	6.9	4.7	10.3	74/90	31	92 (90-95)	3.5
READING-WRITING	-	9.3	7.2	12.9	85/90	43	97 (95-100)	4
BROAD ENG ABIL	-	8.3	6.1	11.5	80/90	35	94 (92-96)	3.5
WRITING	-	6.7	5.2	9.1	66/90	22	88 (84-92)	3

EL Form #3

Hood River County School District Parent Notification of English Language Development Program Placement (sent in language of family, Ellevation has 50 languages available)

Notification of English Language Program Continuation Student:

School:

Grade Level:

LEP Status:

Our school district provides a program of language instruction for English Language Learners (LEPs) to attain English proficiency, and meet the same challenging academic content and student achievement standards expected of all students. Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing.

Based on the results of the Woodcock Munoz, a state-approved assessment for measuring English language proficiency, your child continues to be eligible for services for English Language Learners. Below, please find results that have informed our decision, information about our language programs, and your rights as a parent. ____ took the Woodcock Munoz on _____ and their results are listed below: Domain: Woodcock Munoz: Score: ____ | Level: ____
Additional factors used to determine your child's program eligibility: Committee determination

Teachers of English Language Learners provide a variety of specialized services until students demonstrate skills in English sufficient for them to succeed academically in the regular classroom. Your child receives the following English language development instruction: ELL Program: ELD Class Period English Language Development (ELD): Instruction delivered by a highly qualified teacher that focuses directly on teaching about the English language, using the four domains of reading, writing, listening, and speaking. The primary focus is explicit English instruction based on the student's current level of English proficiency. The curriculum teaches academic vocabulary needed to access grade-level content. Instruction usually takes place in English with little to no use of the student's primary language. While the rate of English language development (ELD) varies between students, many exit the ELD program in 5-7 years. Your child's English language development will be assessed annually until he/she achieves: a Overall score of at least Proficient or Progressing on the ELPA21, a Language Area (Speaking, Listening, Reading, Writing, Literacy) score of at least 4 or 5 on the ELPA21, and meets specific academic achievement requirements. Students who exit the program are monitored for academic success for 4 years.

All children, regardless of English proficiency, are eligible to participate in all school-wide programs. If your child has an Individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your child's existing plan. Throughout the school year, you will have many opportunities to learn about your child's progress in academics and learning English. I encourage you to attend parent-teacher conferences and school events to support your child's academic success. Your efforts will help us meet the 2015/2016 expected rate for graduation of 59%.

As a parent, you have the right to decline enrollment in a program or type of service, withdraw your child from the program at any time, or choose another program if available. If you have any questions about your child's placement or the type of program options available to you, please contact _____ at _____.

K-12 Program Services for English Language Learners Our school district provides English language instruction within the context of academic content – using grade-level curriculum – to students at all levels of English language proficiency (ELP) by offering the following programs: ELD Class Period

Date Mailed: _____ Hood River County School District

English Language Development (ELD): Instruction delivered by a highly qualified teacher that focuses directly on teaching about the English language, using the four domains of reading, writing, listening, and speaking. The primary focus is explicit English instruction based on the student's current level of English proficiency. The curriculum teaches academic vocabulary needed to access grade-level content. Instruction usually takes place in English with little to no use of the student's primary language.

ELD Pull-out, ELD Push-in Pull Out/Push In ESL: An English program that serves identified ELL students in English only by providing a certified teacher to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas. Instruction may be provided by the ESL teacher in a pull-out or inclusionary delivery model.

Newcomer Program - ELD Newcomer Program: A short-term program that teaches English and acculturation to U.S. schools, as well as academic subjects. The Newcomer Program is for students who are recent immigrants to the United States, with limited English proficiency and/or limited education in their native countries. Students attend special classes separate from native English-speaking students for a limited period of time.

EL Form #4

Not Qualify Letter (sent in language of family, Ellevation has 50 languages available)

Date Mailed: 02/07/2018

Notification of Not Qualifying for English Language Learner Services

Student: [REDACTED]
Grade Level: Unknown

School: Hood River Valley High

Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the Woodcock Munoz, a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child has demonstrated English language proficiency and is not eligible for services for English Language Learners. Below, please find results that have informed our decision and your rights as a parent.

[REDACTED] took the **Woodcock Munoz** on **01/19/2018** and their results are listed below:

Domain: **Woodcock Munoz**: Score: CALP 4 | Level: 5

Additional factors used to determine your child's program eligibility:
Committee determination

If you have any questions about your child's placement or the type of program options available to you, please contact Garrett Apland at (541) 387-5704.

EL Form #5
HOOD RIVER COUNTY SCHOOL DISTRICT
EL CHECKLIST: Exit/Retain/Monitor/Re-enter

Student Name

District ID #

Current School

Grade

ELD Exit Date

Person completing form

Position

<input type="checkbox"/> Exit	<input type="checkbox"/> Retain
<input type="checkbox"/> Criteria #1 <input type="checkbox"/> Criteria #2 <ul style="list-style-type: none"> Attach HRCSD EXIT Criteria 2 Form <input type="checkbox"/> Criteria #3 <ul style="list-style-type: none"> See IEP and/or Additional Packet Documents <input type="checkbox"/> Attach Evidence	<ul style="list-style-type: none"> Attach evidence with HRCSD EXIT Criteria 2 Form to indicate areas in which the learner does not demonstrate proficiency

Exit

Criteria #1

A student who has earned a Proficient Status on the ELPA21 is considered proficient and exited.

Criteria #2

To recommend a student exit the ELD program with an ELPA21 Status of Progressing, please see necessary documents, which could include:

- 1) Description of the student's performance on ELPA21 Individual Student Report
- 2) Description of intervention strategies in which the student participated
- 3) HRCSD EXIT Criteria 2 Form

Criteria #3 (See IEP & HRCSD EL Plan)

*Student Exits Program based on criteria indicated in IEP

Retain

To recommend a student be retained in the ELD program although s/he has scored Proficient on the ELPA21, please attach necessary documents, which could include:

- 1) HRCSD EXIT Criteria 2 Form
- 2) Description of intervention strategies recommended by the by the school level team to be implemented for the following year that will ensure rapid success in transitioning to the regular educational program without assistance from the ELD program
- 3) Placement level in the ELD program in the academic year following the retention
- 4) Description of the mediation of other factors that may be directly affecting the student's need for retention in the program

Family notified of the plan to exit: criteria 2 / retain / re-enter / the student Date

Building Principal

Date

Building ELD Specialist

Date

Family

Date

Classroom Teacher

Date

Learning Specialist

Date

Recommendation

Year	Date	Initials	The recommendation for this student is ...
------	------	----------	--

Exit-1C			<input type="checkbox"/> EXIT - Begin Monitoring	<input type="checkbox"/> RETAIN
5M1			<input type="checkbox"/> CONTINUE Monitoring	<input type="checkbox"/> RE-ENTER Program
5M2			<input type="checkbox"/> CONTINUE Monitoring	<input type="checkbox"/> RE-ENTER Program
5M3			<input type="checkbox"/> CONTINUE Monitoring	<input type="checkbox"/> RE-ENTER Program
5M4/5F			<input type="checkbox"/> FORMER EL	<input type="checkbox"/> RE-ENTER Program

File completed form in the student's cumulative file. Review/monitor a minimum of once a year for four years following the date of exit.

File completed form in the student's cumulative file.
Review/monitor a minimum of once a year for four years following the date of exit.

Teacher Monitoring Survey Form #6

- Intro
- This student is a former English Learner (EL) who has exited the EL program. All former ELs are required to be "monitored" for four years after they exit the program. As this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.

- Student Demographic Information

- First Name
- Last Name
- Local ID
- Grade Level
- School
- Exited Monitoring Status Monitored Year ____

- Current Grade
- Please select the student's most current grade in your class.
- ABCDF

- Student Progress in Academic Language Development
- Please answer the questions below regarding student progress.

	• N E V E R	• SOM ETIM ES	• O F T E N
• Student is able to engage in academic dialogue in class	•	•	•

• Student consistently completes classwork	•	•	•
• Student is comfortable asking for help in class	•	•	•
• Student is able to work independently in class	•	•	•
• Listening comprehension skills are adequate for participation in classroom activities.	•	•	•
• Oral communication and speaking skills allow for adequate participation in classroom activities.	•	•	•
• Reading skills allow for adequate participation in classroom activities.	•	•	•
• Writing skills allow for adequate participation in classroom activities.	•	•	•
• Student uses academic language within two years of grade level	•	•	•

- If the student is struggling in class, what are the barriers to success?
- If student is making adequate progress, please indicate 'no barriers.'
- Language Barrier, Absences, Discipline, Lack of Motivation, Health Issues, Home Life, Learning Disability (SpEd, 504, dyslexia, cognitive disability, etc.), Other, No Barriers - Student is Progressing
- Please elaborate on the barriers indicated above.
- If student is making adequate progress, please write in 'N/A'
- What supports are being provided in your class to help the student overcome the barrier(s)?
- If student is making adequate progress, please write in 'N/A'

- What additional supports do you believe the school/district should provide for students and/or teachers?
- If student is making adequate progress, please write in 'N/A'
- Recommendation
- As a classroom teacher for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend that (check option below):
 - Continue - Student is making adequate progress and should continue to be monitored until fully exited
 - **Recommend for Intervention - Student is not making adequate academic progress and additional interventions are recommended**
- Comments

EL Form #7

(Letter Head)

June 12, 2013

Congratulations!

The staff at ____ (school name) _____ reviewed your child's recent progress in reading, math, science and social studies, as well as results on the statewide assessments. We recommend that your child, ____ (child's name) _____, no longer take classes in English language development (ELD).

During the next four years, your child's progress in school without English language instruction will be monitored regularly. If your child is doing poorly, teachers will meet to discuss the possible causes and solutions. Your child will receive the support she/he needs to be successful, and perhaps be re-admitted to the ELD program. You will be notified if this happens.

We have enjoyed working with __ (child's first name) _____ in the ELD program, and look forward to their further successes in school!

Sincerely,

Principal

Date

ELD Teacher

Date

(Letter Head)

12 de junio de 2013

¡Felicidades!

El personal de ____ (school name) _____ reviso el progreso reciente de su estudiante en las materias de lectura, matemáticas, ciencia, ciencias sociales, y también los resultados de los exámenes estatales. Nosotros recomendamos que su hijo/a _____ Ya no tome clases para el desarrollo del lenguaje Ingles (ELD).

Por los próximos cuatro años, estaremos monitoreando regularmente el progreso de su estudiante que tomara clases sin la instrucción en el desarrollo del lenguaje. Si su estudiante no hace bien, los maestros se juntaran para conversar sobre las posibles razones por la cual su estudiante no esta haciendo bien en la clase y proveer alguna solución. Su hijo/a recibirá la ayuda necesaria para que el/ELa tenga éxito, y si su hijo/a necesitara regresar a la clase del desarrollo en el lenguaje de ingles usted recibirá una notificación.

Hemos disfrutado de trabajar con _____ (child's first name) _____ en el programa de ELD, Y deseamos ver que su hijo/a ¡tenga éxito en la escuela!

Sinceramente,

Director

Fecha

Maestro/a de ELD

Fecha

EL Form #8
Hood River County School District
**Request for English Language Development Program Withdrawal/
Denial of Enrollment**

Date: _____

Dear Parent/Guardian,

You have indicated that you do not want your child enrolled in an English language development program or that you would like a change in your student's English language development program or placement. Although we are offering a program we feel is the most appropriate for your child's level of English proficiency, you have the right to (a) request removal of your child from the program, (b) decline to enroll your child in such a program, or (c) choose another program or method of instruction, if available.

If you have chosen (a), (b), or (c) listed in the previous paragraph, please complete and sign the bottom of this form and return it to your child's school. You will have to fill out this form every year that you decide to decline services from the English language development program.

Thank you..

Hood River County School District
**Request for English Language Development Program Withdrawal/
Denial of Enrollment**

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 have been informed of other district language programs or methods of instruction, if available, and 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.

____ Enroll my child in another program or method of instruction, if available.

Signature of Parent/Guardian

Date

OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birth date	Home Phone	Home Language	First Date Student Attended School in U.S.

El distrito escolar del condado de Hood River
Petición a sacar a un estudiante del programa del desarrollo del idioma inglés /
rechazo de servicios

Fecha: _____

Estimado padre/guardián,

Usted ha dicho que no desea inscribir a su hijo/a en un programa del desarrollo del idioma inglés o que desea cambiar su programa del desarrollo del idioma inglés o la colocación de su estudiante. Aunque ofrecemos un programa que consideramos el más apropiado para su hijo/a, usted tiene el derecho de (a) sacar a su hijo/a del programa, (b) rehusar a inscribir a su hijo en tal programa, o, si disponible, (c) escoger otro programa o método de instrucción.

Si, en el párrafo previo, usted ha escogido opción (a), (b), o (c), favor de completar y firmar lo de abajo de esta petición y devolverla a la escuela de su hijo/a. Usted tendrá que llenar esta petición cada año que decide rechazar los servicios del programa del desarrollo del idioma inglés.

Gracias.

El distrito escolar del condado de Hood River
Petición a sacar a un estudiante del programa del desarrollo del idioma inglés /
rechazo de servicios

Yo, _____ (padre/guardián) de _____ (estudiante) se me ha informado de mi derecho a rechazar la inscripción de mi hijo/a en un programa del desarrollo del idioma inglés proveído por la escuela o el distrito. He estado informado de otros programas de idiomas (si disponible) o métodos de instrucción en el distrito y pido la siguiente acción de parte de mi hijo/a:

____ Favor de no inscribir a mi hijo/a en un programa del desarrollo del idioma inglés.

____ Favor de sacar a mi hijo/a del programa que la escuela provee.

____ Si disponible, favor de inscribir a mi hijo/a en otro programa o método de instrucción.

Firma del padre/guardián

Fecha

OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birth date	Home Phone	Home Language	First Date Student Attended School in U.S.

EL Form #9
EL Program Evaluation Form

School: _____

Principal: _____

Date Completed: _____

ELD Specialist: _____

Building Principals – Please audit the files of 10 random EL students from your building to help us ensure that program procedures are being followed. **Please be sure to return this to Title III Coordinator by November 30th.**

[illegible]

Evaluation										
1. The student's ELP level and their Woodcock Muñoz report have been recorded on a data base and a hard copy is in student's cumulative file.										
Resources										
1. A review of existing resources has been completed and inadequacies, if present, have been addressed and corrected.										

EL Form #10

Hood River County School District EL Program Parent Survey

School	Strongly Agree	Agree	Disagree	Strongly Disagree	
There is someone at the school who I can speak to when I have a question or concern about my child.					
I feel welcome in my child's school.					
The school makes an effort to keep me informed about upcoming events.					
The school has high academic standards.					
I know how to become engaged in a leadership role at my child's school.					
I am satisfied with my child's school.					
The EL Program					
I know about the services that are provided by my child's school.					
I am informed about my child's progress in their English language development.					
I am satisfied with the amount of help that my child receives in their school to learn English.					
I know how to provide input on the district EL Plan or participate in working on EL Program Improvement.					
My Child					
My child enjoys school.					
My child is treated fairly and with respect in their classroom.					
My child looks forward to going to school every day.					
The Teachers					
I feel comfortable when meeting with my child's teachers.					
My child brings an appropriate amount of work home from school.					

EL Program Evaluation Survey for ELD Specialists

*** Required**

1. Have you been able to meet the timelines for the steps of the EL Identification process? (i.e. WMLS and Parent Notification Letters within first 30 days at start of year or 10 days if joining later in the year) *
2. Have you been able to keep up with all of the steps of administering the screener (WMLS) and completing SIFE process when applicable? *
3. Does our EL Program have adequate staff and materials to support our EL programs of service? *
4. Do we have an effective exiting/reclassification process? *
5. Do we have an effective Monitoring process for ELs who have exited and are now on Monitor Status? *
6. Do we do an effective job with EL Parent participation in school/district decision making groups and or engagement practices? *
7. Comments

Document #12 Completion of Monitoring Form

(Letter Head)

June 12, 2018

Congratulations!

During the last four years, your child's progress in school without English language instruction has been monitored regularly after ____ (he/she) _____ exited the English Language Development program. Due to your child's success in school, we will no longer be monitoring your child's academic progress in relation to English language.

We are excited about __ (child's first name) _____ progress and expect continued successes in school!

Sincerely,

Principal

Date

ELD Teacher

Date

(Letter Head)

June 12, 2018

¡Felicidades!

Durante los últimos cuatro años, el progreso de su hijo/a en la escuela sin la instrucción del idioma inglés ha sido monitoreada regularmente después de que ____ (él / ella) _____ saliera del programa de Desarrollo del Idioma Inglés. Debido al éxito de su hijo/a en la escuela, ya no supervisaremos el progreso académico de su hijo/a en relación con el idioma inglés.

¡Estamos entusiasmados con el progreso de __ (child's first name) _____ y esperamos éxitos continuos en la escuela!

Sinceramente,

Principal

Date

ELD Teacher

Date

OREGON DEPARTMENT OF EDUCATION

Title III Local Plan (2017-19)

Signature Page

Submission Date: _____2/9/18_____

District Name: _____Hood River County School District_____

District Address: _____1011 Eugene Street_____

City, State and Zip code: _____Hood River, OR 97031_____

District Phone Number: _____(541) 386-2511_____

District Superintendent: _____Dan Goldman_____
(Printed Name)

Signature: _____

Date: _____2/9/18_____

EL Coordinator Director: _____Garrett Apland_____
(Printed Name)

Signature: _____

Date: _____2/9/18_____

TITLE III ASSURANCES

Districts receiving Title III funds, either directly or through a Title III Consortium, must agree to spend Title III funds on three required activities: (1) provide supplemental activities to support ELs (English learners) language development in English; (2) provide supplemental professional development to support ELs access to core content (ELA, Math, Science) to classroom teachers, principal, administrators; and (3) provide supplemental activities for district outreach for parents, families, and community members.

All Title III must be linked to the Title III purposes in Sec. 3102. [20 U.S.C. 6812] Purposes. ([ESSA law link](#))

The purposes of this part are—

- (1) to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
- (2) to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;
- (3) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners including immigrant children and youth;
- (4) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
- (5) to promote parental, family, and community participation in language instructional educational programs for the parents, families, and communities of English learners.

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. (Sec. 1112)
2. Annual assessment of English proficiency of ELs in grades K-12. (Sec. 1111)
3. Each district is complying with section 1112(e) prior to, and throughout, each school year as of the date of the application.
4. The district has consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities and institutions of higher education, in developing this sub-grant application. (Sec. 3116)

5. The district is not in violation of any State law, including State constitutional law, regarding the education of ELs, consistent with sections 3125 and 3126.
6. The district will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, include migrant and seasonal Head Start agencies, and other early childhood education providers.

Dan Goldman
Printed Name of Superintendent

Date: 2/7/18

Signature of Superintendent

EL Plan Participants List

Please include the list of participants in the planning of this district EL plan. The following list is provided to assist the district in ensuring a broad representation of EL Plan participants:

EL teachers	Charter school staff
EL program coordinators	TAG staff
Building-level administrators	Instructional assistants
Content teachers	Bilingual educators
District-level administrators	Title I-A staff
Special Education staff	Parents
Fiscal staff	Community members
Etc., as appropriate for your districts	

Add rows if needed.

Name	Title/Position
Garrett Apland	ELD Coach & Title III Coordinator
Neely Kirwan	Director of Curriculum & Instruction
Kim Yasui	Elementary School Principal (Dual Language)

Sarah Braman-Smith	Middle School Principal
Patricia Cooper	Middle School Vice Principal
Nate Parson	High School Vice Principal
Damien Elderkin	EL teacher (Elementary)
Billi Peterson	EL teacher (Elementary)
Craig McMillen	EL teacher (Elementary)
Christina Rivera	EL teacher (Elementary)
Leanne Haifley	Classroom Teacher
Kate Gordon	EL teacher (Middle School)
Jodi Wyatt	EL teacher (Middle School)
Jessica Apland	EL teacher (High School)
Dannielle Kameron	Learning Specialist (SpEd) (Elementary)
Adrienne Acosta	Learning Specialist (SpEd) (Elementary)
Aaron Hildebrandt	Learning Specialist (SpEd) (High School)
Brent Emmons	District TAG Coordinator
Catherine Dalbey	Human Resources Director
Lorena Trejo	Community Member
Luz Oropeza	Instructional Assistant
Patricia Acosta	Parent