



SUTHERLIN SCHOOL DISTRICT

#130

Title III

PLAN FOR ENGLISH LANGUAGE

LEARNERS 2023-2026

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Section I: District Demographics

Sutherlin School District is a rural school district nestled in Sutherlin, Oregon (pop. 7,810) in Douglas County. We are one of three medium sized districts in our county. There is one large district and the other 8 districts are small. The district is composed of five schools, one at each of the following grade bands: East Primary (K-2); West Intermediate (3-5); Sutherlin Middle School (6-8); and Sutherlin High School (9-12). We have added an online school, Sutherlin Valley Online Academy (SVOA), currently serving students grades 6-12. Both elementary schools are Title One School Wide Programs with West Intermediate being identified as a targeted school.

The total student population as of February 24, 2023 is 1363 students. For the past three years the annual enrollment of Sutherlin Schools' ELL population has increased from 18-20 in 2020 to 25 students in 2022. This is close to 2% of our enrollment. The predominant language used by Sutherlin ELL students is Spanish. Other languages represented include Tagalog and Japanese. The majority of our ELL qualified students are at our two elementary schools.

School	Population	Students qualified ELL
East Primary	292	9
West Intermediate	326	10
Sutherlin Middle	289	3
Sutherlin High	352	4
Sutherlin Valley Online Academy	103	0
DISTRICT TOTAL	1336	26

School	Hispanic	Multi-Racial	Asian	Black/African American	Native American or Alaskan	Native Hawaiian or Other	White
East Primary	34	23	4	0	3	0	359
West Intermediate	35	18	1	1	3	0	259
Sutherlin Middle	23	10	2	0	6	1	158
Sutherlin High	44	12	6	1	17	1	315
TOTAL	136	64	13	2	29	2	1068

Sutherlin School District Progress for ELs	
Number and percentage of ELs showing growth on ELPA21 from Spring 2022 to Spring 2023 (disaggregate by all ELs, ELSWD, and ELs identified for 5 or more years.)	
Number of students in Monitoring status - Year 1	5
Number of students in Monitoring status - Year 2	2
Number of students in Monitoring status - Year 3	1
Number of students in Monitoring status – Year 4	0
Number of former EL students (not in current EL or monitoring status)	0
Number of students re-entering ELD program after exiting as proficient	0
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).	
Number and percentage of ELs who have not reached English proficiency having been identified for 5 years or more (disaggregated by all ELs and ELSWD for each year 5,6,7,8,9, etc.)	2
Number and percentage of students who have a waiver from ELD services	1

Of the current 26 ELL students:

- 8 ELL students are ELSWD with a handicapping condition
- 11 ELL students qualify for Migrant Education: 2 at Highschool, 2 at Middle School and 4 at West and 2 at East
- 0 ELL students qualify for TAG
- 1 ELL student qualifies for Section 504 currently

Section II: School District information on Program Goals

Sutherlin School District's mission is to develop lifelong learners who are knowledgeable, responsible, and caring citizens. Each student achieves academic excellence and technical skills that will lead to success in postsecondary education and/or the world of work. All students will learn in a safe and respectful learning environment. Schools and the community jointly work together in support of student educational opportunities.

We have chosen the research based (Cummins, 1981; Goldenberg, 2008) English as a Second Language or English Language Development model to serve our ELL students. **Improving Education for English Learners: Research-Based Approaches**, compiled by the California Department of Education in 2010 which is a review of the literature supporting the ELD model in addition to Susana Dutro's work assisted in making this determination. The approach taken was to identify guidelines for ELD instructional practices that have research bases which support them. Students are instructed in the use of the English language with little or no use of their native language. Language forms and functions are explicitly taught (Dutro, 2008) through subject matter that students are learning in the general education classroom. While there are many opportunities during a day in a language-rich classroom environment for language learning, merely being exposed to, even engaged in, activities in English are not sufficient to assure the development of full academic language proficiency. Limited English proficient students must receive explicit instruction in language that is differentiated based on their English proficiency level. Effective English language development actively develops competence in the **function, forms, and vocabulary** of English and provides many opportunities to develop oral and written fluency. **"Functions"** refers to how to use language, e.g., asking questions, giving your opinion, describing situations, etc. **"Forms"** refers to grammatical features of language, e.g., plurals, past tense, etc. An IES Practice Guide from What Works Clearinghouse, **Teaching Academic Content and Literacy to English Learners in Elementary and Middle Schools**, April 2014, which has four recommendations for best instructional practices was also important in our research for delivering ELL services to our students.

Pedagogical Foundation:

- Students come to school with knowledge and expectations based on the linguistic and cultural foundations of their families and communities.
- Effective education requires a partnership between the family, school and community.

- Education must help dissimilar people learn from one another, understand themselves in relation to others, and enrich their own outlooks and daily experience through cultural understanding.
- Students learn language, concepts and skills most effectively when these are presented in relevant, interesting and interactive contexts that make sense to the learner.
- Students are entitled to a program of instruction that meets their individual language proficiency level.

Our program is designed to provide sequential English language development which supports students' acquisition of the English language and the teaching of state ELP standards. We use a specialized ELD curriculum which provides standards-based language and literacy instruction. It incorporates the teaching of language skills with content-area concepts intended to support the district's goals of developing English proficiency among non-English speakers and supporting these students in the achievement of high academic standards required of all students.

Program Goals:

- Students will achieve high levels of academic English proficiency and be able to apply their knowledge of the English language successfully in all subject areas and in ways that benefit them in their academic, working, and personal lives.
 - English Language Learners will demonstrate proficiency in English by scoring a composite score of advanced (5) on the ELPA
 - English Language Learners will increase one English language proficiency level at the end of each year as measured by the ELPA
 - English Language Learners will reach English proficiency after five years of direct service as measured by the ELPA
 - English Language Learners' performance on state assessment will be commensurate with non-English Language Learners.
- English Language Learners will be provided meaningful access to curriculum and equal educational opportunities.
- All District Staff will be trained to use the SIOP model for all students.
- Provide parents of English Language Learners the opportunity to participate and support their child's educational experience and the opportunity to shape the district's English Language Learner program.
- Analyze student achievement annually and determine needed resources to ensure that English Language Learners are effectively served in ELD and in their core content courses.

The district will use AMAOs as the standard for measuring the effectiveness of the overall ELD program in addition to the following measures:

Summative Assessment:

- ELPA

Formative Assessments:

- Gap Finder (part of *Systematic English Language Development* by Susana Dutro)
- Express Placement (part of *Systematic English Language Development* by Susana Dutro)
- Curriculum-based Measures

These measures will be used to determine the effectiveness of our core content knowledge goals:

Summative Assessment:

- SBA ELA and Mathematics

Formative Assessments:

- EasyCBM reading and mathematics (elementary and middle school level)
- Progress Monitoring for students in RTI groups
- Progress Monitoring through the new Ellevation software program
- Work samples for writing, math problem solving, speaking

Three times per year we have Tier One meetings in which all instructional staff review and analyze Easy CBM Benchmark data for all grade levels. It is at these meetings that goals are developed for each grade level. In addition, grade level teams meet every six weeks to review group data for student progress and plan interventions. English Language Learners are part of the group data analysis and intervention groups. If ELL students are not meeting language proficiency or core content goals teachers look at individual student data to identify areas where students are struggling and build individual problem-solving plans to assist in moving the student forward.

District's Educational Goals:

The goal of Sutherlin School District is for **all** students to meet or exceed growth targets on state and district assessments. Every student, **including ELLs**, will be able to demonstrate essential skills in order to meet the requirements for a regular high school diploma to ensure that all students are able to meet CCSS and be career and college ready.

Section III: Identification of Potential English Learners

As part of the annual fall registration process for schools all students are given a home language survey. Any family whose native language is Spanish is assisted by the ELL Teacher who is a native Spanish speaker. Attempts will be made to provide interpreters to other families who have languages other than English or Spanish. Any time a student registers during the course of the school year in one of Sutherlin's schools he/she completes a Home Language Survey. The Home Language Survey is designed to establish if a language other than English is spoken in the home. If so, a copy is given to the ELL Teacher. Where a language other than English has had a significant impact on a student's level of English-language proficiency, the student will be enrolled in the ESL Program and begin receiving English-language development services. This determination is done during the following process:

- Once a home language survey indicates a language other than English, a file review will be done by the ELL Teacher to determine the student's history.
- Three items examined and reviewed in a student's history to determine eligibility for testing are:
 - the student's native language is other than English;
 - there is a home language other than English that is dominant enough to have had an impact on the child's English proficiency level; or
 - the student has been served in an ELL Program in a previous district.
- Students found to meet any of the three criteria above will be tested using the Woodcock-Muñoz Language Survey. The ELL Teacher will administer the Woodcock Munoz Language Survey within 30 days during the annual fall registration process or within two weeks of the student's enrollment in the district during the school year. The Woodcock-Muñoz Language Survey is designed to test a student's CALP (Cognitive Academic Language Proficiency). This assessment has seven subtests and measures a student's English ability in reading, writing, listening and speaking. Students are determined to qualify for ELL services if their "Broad English Ability" score on the Woodcock-Muñoz is below a level 4.
- If it is found that the home language other than English has not had a significant impact on the student's level of English proficiency, the student will not be tested and that finding will be noted on the Home Language Survey and kept in the student's cumulative file, along with a copy of the test results.

A child is an English Language Learner:

Who is aged 5-12: and who is enrolled or preparing to enroll in an elementary school or secondary school; and

- Whose native language is a language other than English; or
- Who is a Native American or Alaska Native, or a native resident of the outlying areas; and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

- Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; **and**
- Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual-
 - the ability to meet the State’s proficient level of achievement on State assessments;
 - the ability to successfully achieve in classrooms where the language of instruction is English;

Students who self-identify as Native American are not generally tested to determine their English proficiency level. If, however, a recommendation from a classroom teacher is made, an analysis of the student’s academic record and history will be made. Native American students may qualify for ELD services, even if English is the only language indicated on the home language survey, if non-standard English is spoken at home which has an impact on the child’s academic performance, and one or more of the following is present:

- an analysis of work samples indicates that there are linguistic issues evident that impact learning
- the academic record indicates teachers have been concerned in the past because the child has struggled in class
- a test of English-language proficiency indicates a level lower than proficient

In the late winter to early spring Sutherlin School District collaborates with DESD Early Childhood Special Education program to host transition meetings. These meetings are held with a Kindergarten teacher, Special Education Teacher, Evaluation Specialist, Administration, and ELL Teacher to discuss incoming kindergarten students. We discuss their IFSP needs, eligibility and IEP needs for school age and any language, school readiness, or social/emotional barriers that the children may exhibit. Parents are also invited to these meetings to share information about their children and have input into any programs that their student may require and more information as well as meet the staff that will be serving his/her child.

Following the completion of the ELPA screener the information is shared with the respective building principal and teachers. All test protocols are sent to the District Office to be filed in the legal ELL file for each student. If the student’s native language is other than Spanish, an appropriate assessment is administered using a contracted native speaker. If available, scores from SBA and/or work samples or CBM will be gathered. All data, notification, etc. is filed in District Office files and cumulative files in the respective buildings for ELL students.

PROCESS	STAFF RESPONSIBLE	TIME FRAME	OUTCOME
<u>ALL</u> Registration packets for new students include a Home Language Survey	School Office Manager or School Secretary	During the time registration packets are being prepared	All families registering complete a Home Language Survey.
Registration and Home Language Survey are completed by parents *Home Language Survey will be provided in home language using ODE approved form. **Parents unable to read-school secretary will contact ELL Teacher for assistance to register. ***Native American student's need for services will be determined on a case-by-case basis.	ELL Teacher School Office Manager or School Secretary	Immediately upon receiving enrollment packet, home language survey is completed by parent and submitted to school	Home Language Survey Completed
Home Language Survey reviewed for "Yes" responses to key primary language questions.	ELL Teacher	<u>Within 5 days</u> of receiving Home Language Survey	ELL Teacher will do a file review
Home Language Surveys are sent to DO for information to be entered into School wide Information system to document home language for each student.	ELL Teacher School Office Manager or Secretary District Office Secretary	<u>Within Seven days</u> of Home Language Survey Completion	ELL Teacher will determine if student will need the English proficiency assessment (ELPA Screener).
Student is assessed using the ELPA Screener to determine if they are eligible for ELL Services.	ELL Teacher	At the beginning of the school year; it must be completed in less than <u>30 days</u> .	Assessment completed on time so that services can begin if the student is eligible.
English Language Learners are placed in appropriate ELL services	Principal ELL Teacher	Within the first 30 days of school or within 2 weeks if enrolled after the school year begins.	Students receive appropriate services to increase their English language proficiency and can access core academic content.
ELL Files: <ul style="list-style-type: none"> Cumulative file District ELL file 	ELL Teacher District Office Secretary	Fall Updated throughout year	ELL Teacher has a working file. The District Office manages legal files. Notifications and alerts in SIS.
List of ELL students is maintained by District Office staff and ELL Teacher reviews it throughout the year.	ELL Teacher	Three times yearly	Accurate up-to-date list of all ELL students
Parent Notification form is sent to parents, detailing their child's English proficiency scores, and offered services. These forms, as with all forms, are provided in parent's native language through use of Google Translate or another native speaker of the language or an interpreter.	ELL Teacher	Within two weeks of when ELL services began.	Parents are aware that their child is receiving ELL services and can make an informed decision if they want their child to participate.

Section IV: Program of Services for English Learners

If the ELL team (principal, classroom teacher, ELL instructor and parent) determines that the student is eligible, and would benefit from ELD services, the team will decide the level of direct services to be provided. The amount and type of ELD services to be provided is dependent on student need. At the secondary level, a student is provided with one class period per day of English language instruction, as well as monitoring to determine if in-class or after-school assistance is necessary. For students at a Beginning (level 1) or Early Intermediate (level 2) proficiency level, an extra class period of English language development is offered in addition to in-class or after-school support, as needed. At the elementary level students are pulled out for ELD instruction and grouped by grade level. Within these groups, students are further divided by proficiency level. For students at a proficiency level 1 or 2, in-class support is offered to ensure that they understand the curriculum offered and can participate fully in class. The students at level 1 or 2 are also offered additional pull-out ELD time with a curriculum structured for newcomers.

The ELL programs are designed to increase English proficiency and academic achievement for ELL students. This involves using a variety of instructional strategies designed to meet student's individual needs and learning styles. Instruction is offered for at least 150 minutes per week with more students who are beginning to intermediate level. At all grade levels the student's language proficiency level is considered when developing a schedule and a plan of instruction. No student is to be pulled from core instruction in core content of the general education program.

Elementary School ELL Instructional Services:

A) English Language Development Instruction:

- Pull out model grouped by grade level and then further by language proficiency
- Instruction is in English with little or no use of native language
- Teacher with ESOL endorsement trained in systemic ELD instruction
- Proficiency Levels
 - Level 3 or 4: min. of 150 mins. per week with monitoring of progress in general education classes
 - Level 1 or 2: additional time beyond 150 mins. with newcomer curriculum and in class support

B) Access to Content:

- Sheltered-instruction –ELL Teacher tries to group students into specific teachers' classrooms who have had SIOP training.
- In class support and / or after school program under Title I

Secondary Schools ELL Instructional Services:

A) English Language Development-

- ELD Class period using specialized ELD curriculum
- Instruction is in English with little or no use of native language
- Teacher with ESOL endorsement trained in systemic ELD instruction
- Proficiency Levels
 - Level 3 or 4: one class period of ELD instruction and monitoring of progress in general classes and progress toward Essential Skills and graduation
 - Level 1 or 2: additional period may be necessary, in class support, monitoring of general classes and progress toward Essentials Skills and graduation

B) Access to Content-

- Sheltered-Content Classes-SIOP trained teachers.

All elementary ELL students attend school wide Title One elementary schools and therefore receive supplemental support through additional Title One services if needed. Both elementary schools offer extended day opportunities such as summer school and before or after school activities which are available to our ELL students. ELL students participate in library, music, PE, social skill lessons, and computers as all their age-appropriate non-ELL peers

All secondary ELL students are afforded the same educational and extracurricular opportunities as English native speakers. Students who are beginning to intermediate level may warrant additional services beyond the daily period. Students can enroll and participate in CTE courses, clubs, leadership, sports, and music with all their age-appropriate non-ELL peers. The ELL teacher at the secondary level meets with counselors regarding assessment, scheduling, credits, four-year high school plans and graduation plans.

The ELL Teacher participates in the annual ELL Conference and other professional development at the ESD or neighboring ESDs. In return, they also provide presentations and in-service to staff. Ongoing training and education for all staff members responsible for instructional delivery to ELL students is an integral part of Sutherlin's ELL program. Sutherlin School District provides half-day professional development training every Friday throughout the school year. Consequently, consistent, regular and on-going training is conducted for all professional development activities, including the development of sheltered instruction strategies, rather than relying on one-shot opportunities.

Determination of whether an ELL student needs an educational program that is different from the district plan.

All mainstream teachers responsible for providing quality instruction are expected to make accommodations and modifications in instructional strategies and assessment practices to meet the needs of the English language learners in their classrooms. Classroom teachers will consult and utilize the ELL instructor's expertise in providing appropriate instruction. Newly adopted materials have been chosen specifically because of the support they provide for English Language Learners. If an ELL student continues to struggle in core content and making progress toward growth targets as defined in the Easy CBM Universal Screenings and his/her progress monitoring demonstrates little or no growth an individual problem-solving meeting is held. The principal, ELL teacher, counselor, and classroom teachers review historical language development, student achievement data and previous interventions to determine a small group intervention plan. After two unsuccessful group interventions an individual plan is developed. If this plan does not yield promising growth or results, then an evaluation planning team is convened as with other students to determine whether to move the student to an evaluation for special education. We follow our RTI² decision rules and processes before any student goes through an evaluation process. With our ELL population it is even more pertinent to study language development, mobility, and family dynamics in addition to student achievement.

Section V: Staffing and Resources

ELD services throughout the district are provided by one teacher at 1.0 FTE. The past 2 years we have slowly increased our ELL support using Student Investment Account Funds to add one full time Spanish speaking IA and one part time Spanish speaking IA. This has allowed us the opportunity to increase our support at the K-5 level, allowing time for more classroom push-in to support our ELL students in their general education classroom with their peers. It has also given the ELL teacher the ability to focus more on our monitored students.

During 2020-21 we advertised the position as needing full Oregon licensure as a teacher with an ESOL endorsement. Interview questions were developed to ascertain the applicants' proficiency and knowledge in delivery of language development instruction to students. Reference checks were conducted to further determine the selected applicant's skills in delivery of instruction. We hired a permanent teacher for the new school year 2021-22.

Our district adopted Imagine Learning English Literacy in grades K-5 and Imagine Learning Math and Math Facts in grades K-8. Imagine Learning Literacy is a language and literacy software program that teaches essential English reading and speaking skills through individualized instruction and more than 2,500 engaging activities. It follows the IES Practice Guide from What Works Clearinghouse, **Teaching Academic Content and Literacy to English Learners in Elementary and Middle Schools**, April 2014, which has four recommendations:

Recommendation 1 Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.

Recommendation 2 Integrate oral and written English language instruction into content-area teaching.

Recommendation 3 Provide regular, structured opportunities to develop written language skills

Recommendation 4 Provide small-group instructional intervention to students struggling in areas of literacy and English language development

Our newly adopted curriculum for grades 3-5 is Pearson Longman Cornerstone, 2013. It provides explicit, intensive, and focused instruction that accelerates students' language acquisition and reading comprehension skills through explicit instruction. Pearson Longman Keystone, 2013 is the adopted ELD curriculum for grades 6-12. We also continue to use Susana Dutro's Focused Approach to English Language Development and several software applications to supplement instruction. Since this is a newly adopted ELD curriculum we will meet at least twice in the first year to reflect on the curriculum materials and its impact on student progress. Thereafter, we will reflect annually during our spring evaluation planning. English Language Development service to ELL students is a mandated requirement. Through the annual budgeting review process Sutherlin School District is committed to funding for ELL staff, curriculum, and materials.

Section VI: Transition from English Language Development Program

ELL students are entitled to remain in an ELD program until they meet re-designation criteria. The English Language Proficiency Assessment (ELPA) will be the primary measure for determining whether ELL students have reached a level of linguistic proficiency comparable to that of their English-speaking peers and have developed the ability to participate meaningfully in the standard academic program. Sutherlin School District administers the ELPA in March to make determinations based on ELPA data before the school year's end when data and staff for making instructional decisions are still available.

Any decisions made about the exit, promotion, or retention of an ELL student within the Sutherlin School District will be made with the full participation, knowledge, and clear understanding of the student's parents. A school level instructional team that includes the ELD teacher, general education teacher, administrator, and parents will review each of the following three categories.

Exiting: If the student has scored at Level 5-Advanced on the ELPA and has demonstrated proficient English skills, the ELL Teacher will call a school level team meeting to discuss the appropriateness of exiting the student from the ELD program. The team will base their evaluation on a variety of assessment forms. The team will also develop a statement that provides:

- Student progress on the ELPA (when available) or other proficiency measures
- Length of time in the ELD program
- Rationale for exiting student from the ELD program
- Descriptive list of strategies that assisted the student in reaching exit-level proficiency

Students exiting the ELD program under this category will be reported on the Spring LEP collection as MYx1, (Monitored Year 1)

Promotion: If the student has scored at Level 4-Early Advanced on the ELPA but has demonstrated proficient English skills that indicate she/he may benefit from the regular education program without ELD support, the ELL Teacher will call a school level team meeting to discuss the appropriateness of promoting the student from the ELD program. The team will base their evaluation on a variety of assessment forms. The team will also develop a statement that provides:

- Student progress on the ELPA (when available) or other proficiency measures
- Length of time in the ELD program
- Rationale for promoting student from the ELD program
- Descriptive list of strategies that assisted the student in reaching exit-level proficiency

Students may be promoted at any time during the school year. Students promoted from the ELD program under this category will be reported on the Spring LEP collection as **MYx1**.

Retention: If the student has scored at Level 5-Advanced on the ELPA but has not demonstrated proficient English skills, the ELL Teacher will call a school level team meeting to discuss the appropriateness of retaining the student in the ELD program. The team will base their evaluation on a variety of assessment forms. The team will also develop a statement that provides:

- Student progress on the ELPA (when available) or other proficiency measures

- Length of time in the ELD program
- Rationale for retaining student in the ELD program
- Student ELD placement level for the following school year
- Descriptive list of strategies for assisting the student in reaching exit-level proficiency in the following school year
- Descriptive list of educational factors that may have contributed to the student's need for retention in the ELD program (such as the following):
 - Lack of credible documentation
 - Mis-assigned teacher or long-term substitute with minimum knowledge of the content to be taught
 - Absence of articulated curriculum or adequate instructional materials
 - Absence of intervention strategies or expanded learning options that target specific needs

A decision form/statement will be developed and kept in the student's cum file at the school in addition to the district office ELL file. The ELL teacher is responsible for maintaining files.

Monitoring Status: Students are monitored for four years after being exited from the program. The ELL teacher collects SBA, Easy CBM data, work samples and report cards or other data to monitor the progress and achievement of students in the monitoring phase. Data analysis and review will be done at a minimum twice yearly. This data analysis will be summarized and kept in the ELL Teacher's working file and the District Office ELL files. If a student who is being monitored is not succeeding in the core content, a team meeting with the student's classroom teacher, ELD teacher, and building principal will be convened to determine supports that can be put into place to help the student. These may be classroom specific such as where the student sits in the classroom, more explicit, simple directions and language by teacher, or the student gets additional time in the content area through interventions. Teachers, counselors, and principals are notified again in the fall when a student is exited and on a monitoring status.

Monitoring EL students with a waiver: Annually we provide the ELPA report to parents of ELL students, including those with a waiver of service. In this mailing, we provide information about our program and encourage them to consider enrolling the student in our program. Additionally, we include these students in our data review during the year to check how they are performing on academic measures using the same data as students in the program.

ELSWD: All students, including those with a disability, have a civil right to English Language Development services when a language other than English impacts their academic achievement. Services will not be suspended for students with a disability solely based on the student's apparent ability to benefit from such services. If a high school ELL student is on an IEP and getting a modified diploma (indicative of a modification of essential skills and class requirements), the

ELPA score required for exit may also be modified. In this case, students may exit with less than a level 5. All decisions regarding ELSWD will be made with the IEP team, including the parent/guardian, an ELD teacher familiar with the student's language ability, a school-level administrator, the special education teacher, and a content-area teacher.

Section VII: Equal Access to Other School District Programs

In accordance with state and federal regulations the Sutherlin School District has identified the following practices and guidelines to ensure equal access to an education. All students will have:

- Safe and positive learning environments which are free of prejudice.

- High expectations set by all staff.
- Linguistically, developmentally, and culturally appropriate learning experiences.
- Instruction and support services tailored to the students' particular needs

Ensuring Equal Access to Appropriate Curriculum

- Core curriculum for *all* students promotes and values the languages and cultures of *all* students.
- Core curriculum for *all* students promotes higher order thinking skills. ELL students are included in all core curriculum instruction
- The instructional program supports the development of cognitive academic language proficiency needed to participate in a full range of instructional services
- Language minority students have culturally and linguistically relevant access to supplemental and support programs and services in the district

Ensuring Equal Access to a Full Delivery of Services

- Curriculum materials are available to teachers to address students' language proficiencies and cognitive levels.
- Culturally supportive and relevant teaching strategies and trainings are made available to all staff.
- Meaningful and relevant access to non-classroom services (such as counseling, career guidance, etc.) is available to students.
- Students have equal access to technology and technologically advanced instruction.

Ensuring Equal Access to Equitable Assessment

Assessment is:

- Broadly based, relevant, contextually comprehensible
- Fair, non-biased, equivalent
- Appropriate to students' developmental level, age, and levels of language proficiency

Expectations, outcomes, and assessment standards are communicated so that the student has equal opportunities for success. Results are explained to the community from which the student comes in the community's primary language. All assessments are administered by an individual with the appropriate training. Assessments are interpreted by someone with the appropriate understanding of the assessment and what it measures. Someone with experience and knowledge regarding language development, second language acquisition, and cultural sensitivity will be involved when assessments are used to make high stake decisions regarding students.

- **Talented and Gifted (TAG) Program**

- ELL students participate in the annual TAG screening process in the early fall at second grade using the RAVEN non-verbal intellectual assessment. Other students in grades K-1 may be referred to participate in the annual TAG screening. New students to the district are screened twice yearly. The TAG coordinator and counselor arrange the screening process.
- The district follows the procedures and practices established in Sutherlin School District's TAG Manual. Annually, each building conducts a review of the individual TAG personal education plan (PEP), screens student assessment data for new referrals, and accepts teacher and parent referrals. Upon identification, parents are notified and invited to attend a personal education planning session to discuss services and programs available to TAG identified students. As with English speaking students, ELL students are identified through state assessments, work samples and classroom assignments. In addition, ELL students are frequently identified as a result of the speed they demonstrate acquiring mastery of English proficiency and mathematical concepts, in comparison to the amount of time they've received formal instruction.

- **Special Education Program**

- Sutherlin School District Implements Response to Instruction and Intervention Model (RTI²). The ELL Teacher is a team member for intervention decisions and the special education referral process. Response to Instruction and Intervention is an "**all education**" (general, special education, ELL, etc.) framework that involves research-based instruction and interventions, regular monitoring of student progress, and the subsequent use of these data over time to make educational decisions. Students receiving interventions in reading, writing, math or behavior are reviewed by a building level team once every 6 weeks. This team includes the principal, a special education teacher, counselor, classroom teachers and ELL teacher. Through these meetings, decision rules are followed and if an ELL student is not responding according to those decision rules, then the following additional information is collected in preparation for an evaluation planning meeting to determine whether to pursue special education evaluation:

- ✓ Developmental history of the child and any pre-school information, if applicable
- ✓ Family history including a parent interview and comparisons to siblings and peers
- ✓ Parent concerns
- ✓ Second language acquisition (BICS/CALP, ELPA Scores) history including how many years the child has been speaking English
- ✓ Amount of English spoken in the home
- ✓ Prior school experiences—academically and socially

- ✓ Cultural background
- ✓ Academic information (e.g., work samples, curriculum-based measures, anecdotal information)
- ✓ Response to interventions previously attempted

This information will be used to differentiate between typical characteristics of a second language learner and characteristics of a potential disability.

- **Title 1 Supplemental Services**

- ELL students are eligible for all supplemental and intervention programs offered based on their academic needs.
- Both elementary schools are School Wide Title One programs.
- Information regarding extracurricular activities is provided through newsletters and provided in Spanish which our most prevalent language.
- Unaccompanied youth within ELL families are supported as needed.

Section VIII: Parent and Community Involvement

Parents are informed of their child's placement in the district's ELL program by the ELL Teacher within 30 days of registering at the beginning of the year and within two weeks of registering once the school year has begun in a language that they can understand by the Parent Notification letter. Parents are invited to attend the personal education planning session. Arrangements are made to include a translator if such services are necessary. The planning team

reviews pertinent information from assessment data, school history, transcripts, grades, current educational performance, progress toward graduation requirements, and state assessments. Team members in collaboration with the parent(s) design a plan for instruction that addresses the acquisition of English and achievement of subject matter content. The parent is reminded that, as indicated in the placement letter, they are free to accept or reject ELL placement and associated services if they choose. AMAO letters are also sent to parents in the native language within 30 days upon official release from ODE for the previous school year.

Due to the size of our community and school and the small number of ELL qualified students, the ELL Teacher can maintain close contact with parents and families of ELL students. The ELL teacher arranges for any interpretation/translation required by the family or school/teacher to ensure effective communication. This may be accomplished by the ELL teacher or a contracted interpreter/translator. This year we were also fortunate to have educational assistants who are native Spanish speakers and quickly set out to meet families. They have acted as interpreters in many situations for families as they navigated parent-teacher conferences, special education meetings, and sometimes to assist in a conflict with another family. Our high school Spanish Teacher has also been pivotal in working with some of our families who have had students struggling with attendance or behavior issues. We take seriously building relationships with our families so that we can work hard to have strong working partnership when students struggle with health, attendance or behavior issues that affect learning and achievement. Since majority of our ELL students are Spanish speaking, we rely on our Spanish teacher and our community interpreters and our current ELL teacher to provide translation for documents.

Each year an ELL family afternoon or evening is planned. Students and parents are informed of their child's English language acquisition progress in a language they can understand. They can enjoy the ELL students giving multiple presentations about their learning in the ELL program and gather information about it. During this time, we also have conversations regarding the program and AMAO accountability. We also ask for feedback the parents and families may have to assist in enhancing and developing the Sutherlin School District's ELL program. The ELL teacher arranges for an interpreter to attend the event.

A private school is established within the Sutherlin School District's boundaries, The Student Service Director will meet to consult with the administrator of the private school regarding Title programs, Special Education, and ELL services. This will happen in the early spring of the school year for the following year's services as required by federal and state law.

Section IX: Program Implementation Evaluation

Process: In the fall of the school year the ELL Teacher and administration meet to review the identification process, timelines, and documentation for services. At this time, we also review our ELL Program Plan to further assure overall understanding of the program and establish due dates for initial paperwork and referral for new students to the district. In the spring a meeting with the ELL Teacher and administration to discuss student achievement and review student files is scheduled. A reflection and debrief of how the year went after ELPA scores have been returned is also discussed. We also review input from building administrators, general education teachers,

and parents. This presents a closure to the school year, planning for the new school year and a discussion of any students who may be exited and placed on monitor status.

The ELL Teacher and administration meet at grading terms to address upcoming needs, instruction, and program implementation and scheduling of PD through staff meetings at each of our schools to keep staff informed of best practices for ELL students and remind staff of goals of an ELL Program. To date we have not had any grievances or complaints, but we will follow our district policy and review these at these meetings.

Identification Process 2022-23: Office managers at each school are familiar with the Home Language Survey requirement for students new to our district. Office managers are instructed to collect and give all surveys to the ELL Teacher. The teacher then reviews them for those identified with another language and then passes them to the district office. The district office inputs the data for each student's survey into the school information system. This past school year we have hired a new office manager hired at one of our schools. The ELL teacher and the district's office managers work closely to ensure the Language Surveys are completed by families. The ODE has required a new language use survey to be administered to families beginning January 2023. The new language surveys are being shared with all current ELL families to have updated copies in the ELL students' cumulative files.

Initial Identification Assessment and Placement 2022-23: All students whose Home Language Surveys indicated a language other than English were screened and assessed with the ELPA Screener to determine eligibility for ELL services. Additional information such as previous school files, assessment data, and teacher input were gathered to determine eligibility. We were able to meet our assessment needs and timelines to properly identify all ELL students.

Staffing and Materials 2022-23: We are gradually increasing the numbers of ELL students in our district, so we made the decision to increase the FTE of our teacher for the second year from .77 to 1.0-time position to better serve the number of students in our district. We chose to adopt ELD curriculum for K-12 and purchase additional iPads and Chromebooks to meet the needs of additional students. We are utilizing more software-based programs for our curriculum and students have been very responsive.

Reclassification, Monitoring 2022-23: Each spring the ELL teacher and district administration review data from ELPA to determine which students may be considered for exiting. The ELL teacher then meets with the students' general education teacher to review state assessment data, work samples, Easy CBM data, report cards, and classroom work to determine as a team a final recommendation for exiting the students. During the 2021-2022 school year, 6 ELL students exited the ELL program. Each student entered their first monitoring year during the 2022-2023 school year. The ELL teacher and core teachers work together to ensure that the exited ELL students are

still receiving the support they need. The ELL teacher monitors their grades through Synergy at least once a month.

Student Performance in English Language and Academics: Based on our review in the spring and our ELPA scores we exited 6 students from our ELL Program during the 2021-2022 school year. Reviewing our ELPA data we have 23 students at the Progressing level. We had 2 students remain at an Emerging level as it was their first year in the United States. Also, we newly hired the ELL Teacher during the 2021-2022 school year. She quickly adapted to the role of the ELL teacher and test administrator. She got trained as a test administrator and administered the ELPA to all ELL students at all four schools in the Sutherlin School District. The ELL teacher is currently working on learning how to collect and utilize Easy CBM data to inform her monitoring process.

Monitored Students 2022-23: Students in monitoring status are doing well in academics. Reviewing report cards, work samples and Easy CBM data shows students are doing average in most cases as compared to their peers. The ELL teacher also attends conferences for the monitored ELL students to continue parent communication and involvement with their progress.

Program Concerns 2022-23: We are concerned with the increase in rigor with not only ELP standards but participating in the State Testing. An area to assist our teachers is to provide more consistent PD about the ELL program overall and the stages of language acquisition. We continue to be concerned with how we will assist in closing the gap for our older students. This year we have required our district SIOP cadre team to provide brief SIOP trainings at each biweekly staff meeting. Also, during the year we have been able to develop better relationships with families due to having native Spanish-speaking employees on the ELL team. We have been pleasantly amazed at the wonderful job our new ELL Teacher has done and staff and families both have responded very positively.