

## Frequently Asked Questions (FAQ)

### ELD Program Procedures

#### Management and Interpretation of Student Data:

**Question:** What are my record keeping responsibilities for ELL students and their files?

**Answer:** The ELD teacher maintains an active ELL student file for each ELL student served at the school site, which includes all active ELL students, students whose families have waived services and students who are in their two years of monitoring. Additionally, the ELD teacher places copies of certain forms in the student's cumulative file. The following chart specifies the items that must be included in the cumulative and ELL files.

The chart below indicates where documents related to ELL program participation should be kept.

Cumulative File	ELL File
Registration Form	Registration Form
Home Language Survey	Home Language Survey
ELD Record of Eligibility (for students who do not qualify for services)	Testing Protocols
NCLB (for students who qualify)	
Waiver of ELD Services (if applicable)	
Suspension of ELD Service (if applicable) <sup>1</sup>	
Reclassification of ELL Status <b>and</b> ELL Reclassification Approval Notice <b>and</b> Parent Letter regarding reclassification (if applicable) <sup>2</sup>	

- 1. Applicable for students currently SpEd identified whose IEP supports the suspension of ELD services. Explanation of the suspension process may be found on pages 105-115 in the Reynolds' ELL Plan following the FAQs section.*
- 2. The ELL Reclassification Approval notice and ELL Reclassification parent letter are generated at the district office. The reclassification parent letter is sent to the parents by the district. Copies of the reclassification forms are sent to the ELL specialist at the school to file in the appropriate place as designated above.*

In addition to the required documents indicated above, ELL files may also contain: ADEPT results, Express assessment results, Woodcock-Munoz assessment results, notes on student progress, writing samples and communications from parents

and/or other staff members relating to language proficiency status and/or ELD services.

The ELD teacher should keep the ELL files of students in monitoring status until the end of the 2 year monitoring period. ELL files for students whose parents have waived services or special education/ELL students who were determined to require a suspension of ELD services should be kept with the ELD teacher for as long as the student remains at the school.

**Question:** Where can I find information related to past ELPA scores and other language proficiency assessments to contribute to data teams or research ELL progress for new students?

**Answer:** There are multiple sources for ELL student data. The ELL database contains information regarding ELD program start date, current ELL service delivery and language proficiency assessment results. ELPA results for tests taken while at Reynolds School District are available on MIM and File Maker Pro. In addition, eSIS may also contain the ELPA results of ELL students who took ELPA in Multnomah County or neighboring districts that utilize eSIS for student data. For assistance in accessing any of this data, please contact one of the ELL program TOSAs. A sample form to use when collecting and presenting language proficiency data for data teams is included in this document following this FAQ section.

### **Identification:**

**Question:** When the Home Language Survey (HLS) shows another language in the home, but it is unclear what the child's language profile is whether English is the child's first or second language, do I need to administer the IPT?

**Answer:** Follow-up with a home contact and/or probe further into the cumulative file. Review the Home Language Survey Clarification and use the Home Language Follow-Up Questionnaire, found immediately following this FAQ section, as needed. Please document any conversations with the home along with any dates, names and your decision regarding the student's native language and attach this information to the initial Home Language Survey in the cumulative file.

### **Enrollment:**

**Question:** Why must a NCLB parent notification letter be sent to the parents of ELLs? When and how must it be sent?

**Answer:** The No Child Left Behind (NCLB) Act requires that we send a notice to the parents of each ELL student with specific information regarding our ELL programs. For students returning from the previous school year and those registering at the start of the year, the notice must be sent within the first 30 days of school. For student registering throughout the school year, the notice has to be sent within two weeks (ten business days) of their enrollment date.

Notification letters are generated electronically at the district office and sent to you to distribute to students and their families. It is important to enter new ELL students in the system as soon as possible in order to allow us to access the necessary information to generate the letters. The only information you may need to add to the letters is the IPT scores for newly enrolled and identified ELLs.

### **Instructional Placement:**

**Question:** How do I determine the best ELD instructional group for an ELL student?

**Answer:** The current ELPA score, Express assessment, ADEPT results, writing samples and IPT results (for students new to ELL in Oregon) may all be used to determine the most appropriate ELD group placement for an ELL. **ELPA scores are not to be used by themselves for groupings.**

Keep in mind that our framework, FASELD, recommends that students receive ELD instruction based on their language proficiency level, with no more than two language proficiency levels grouped together. Students may also be served in multi grade level groups, as long as it is developmentally appropriate and they are at similar language proficiency levels. See the third page of this section for a summary of language proficiency assessments and their most appropriate uses.

### **Planning and Delivering Instruction:**

**Question:** How do I determine the instructional focus for ELD groups at various language proficiency levels?

**Answer:** The Reynolds School District follows the Focused Approach to ELD (FASELD) framework of instruction, which emphasizes the functional or purposeful and communicative nature of language. Tab 3, *What to Teach* in the Focused Approach handbook provides ELD vocabulary matrices for all proficiency levels. The *Sample Unit Instructional Maps* found in this section provide a good guide of appropriate functions to cover at each proficiency level along with accompanying language forms. ADEPT and writing samples will also provide evidence of students' linguistic needs so that the appropriate functions for instruction can be selected.

The adopted curriculum at the elementary level is Rigby's *On Our Way to English*. This curriculum is to be used as appropriate. At the middle and high school level, *Top Notch* will be utilized for ELD instruction along with the FASELD framework.

K-12 curriculum maps aligning district adopted curriculums, state standards and FASELD will be used on an ongoing basis to support instructional lesson planning.

### **Coordination and Administration of ELPA:**

**Question:** What is my responsibility in the yearly administration of ELPA and what resources are available to help me prepare for the assessment?

**Answer:** The ELD teacher and/or testing coordinator at each building will coordinate a schedule for ELL students to take ELPA within the designated testing window and determine if there are sufficient headsets with microphones in good working condition. **The ELD department must be informed in October if new headsets need to be ordered.** Work with district technical staff as necessary to set-up computers with headsets, run diagnostic tests, and ensure appropriate settings for recording during the assessment. All students, particularly K-1, should take the practice test to become familiar with the headsets, mouse and the format of the test.

All school and District staff involved in administration of the Oregon Statewide Assessments (includes ELPA) are required to know and understand the relevant policies and procedures included in the OAKS administration manual and its appendices before administering any Oregon Statewide Assessment (including ELPA). Staff must adhere to these procedures to ensure valid test results.

Training for the above will be provided by District personnel. All District Test Administrators (TA's), must sign a Test Administrator Assurance of Test Security form and be registered by the state before administering ELPA.

The ELD teacher needs the school and student ID numbers, which can be provided by the school secretary or found on MIM, to sign students into the computer for ELPA. ELD staff will proctor students during ELPA and ensure all active ELL students, ELL students whose families refused services, and ELL students who have **entered into monitoring status during the current academic year** all complete ELPA.

Students for whom ELD services have been suspended DO NOT participate in ELPA testing.

For additional information on ELPA, including administration tips and practice go to:

- [www.ode.state.or.us/go/tam](http://www.ode.state.or.us/go/tam)
- Type OAKS in the search box
- Click OAKS Online User Guides
- Click Online Training Materials

### **Facilitating Transitions and Forecasting:**

**Question:** What are my responsibilities in facilitating the transition of ELL students to the middle or high school when appropriate?

**Answer:** The ELD database contains transition cards to facilitate the communication of critical information regarding ELL student needs to best support the transition of students from elementary to middle and middle to high school. ELD teachers are responsible for printing these cards, ensuring the information is complete and communicating with ELD staff at the receiving school about the best placement for ELL students. Writing samples and ADEPT scores should be made available to the receiving school during transition meetings to support placement.

### **Reclassification and Monitoring of Students:**

**Question:** Once a student exits ELD due to reaching English language proficiency, what is my role in the monitoring process?

**Answer:** At the elementary level the monitoring form is sent to the classroom teacher. Once the form is returned and reviewed at the district office, you will be contacted if there are concerns that require follow-up. At the middle and high school level, the ELL TOSA will contact you if there are students that content staff have concerns about.

When a monitored student appears to be facing academic challenges unrelated to attendance or other external factors, the ELD teacher and classroom/content area teachers, along with other staff as appropriate must meet to consider if the student needs to be reinstated into the ELD program or requires some additional type of support. Parents must be invited to participate in the discussion, informed of the team's recommendation and have the final say regarding program reinstatement.