

Section 6. Transition from English Language Development Program

The purpose of the Exit/ Reclassification and Promotion Process is to determine whether a student should exit or promote from English Language Development services.

The process relies on:

- Language proficiency test(s)
And is supported by:
- Performance on academic tasks in English
- Input from a school based team that includes: English Language Development Specialist/ Program Manager, classroom teacher(s), school administrator
- The essential question the school based team asks when considering a student for exit/ reclassification or promotion is,
“Does language impede meaningful access to content for this student?”

State & Federal Requirements for an Exit Process

Meeting our legal obligation to ensure that all students eligible for services receive service, and ensuring that once a student has academic English skills sufficient to participate in our district’s “regular program”, they have the opportunity to participate. These obligations are from both federal civil rights laws and state laws that address the civil rights of English-Learners.

Our Exit Process uses scores on the ELPA as an important and required trigger to begin the process of formally reviewing a student’s English proficiency. The ELPA scores determine when parent meetings are required. The ELPA scores also determine when exiting services is considered a “promotion” and when continuing services is referred to as “retention in service”.

Exiting Special Education Students

Most students who are being served by both Special Education and Services for English-Learners can meet the same exit criteria. For these students, the regular exit procedures are followed. Occasionally, a student who is served by Special Education and Services for English-Learners may need to be reviewed using different criteria. These students may have English language skills comparable to students with similar disabilities. The IEP team, which needs to include an English Language Development Specialist make these decisions.

State & Federal Requirements

In accordance with state and federal law, each student eligible for English Language Development services receive service until the student has acquired academic English skills sufficient to meaningfully access content without ELD support.

The North Clackamas School District Services for English Learners Department uses scores on the ELPA as an important and required trigger to begin the process of formally reviewing a student’s English proficiency.

Monitoring Students

Students are monitored twice yearly for a two-year period beginning the fall following reclassification. Teams of administrators and teachers from each school meet twice a year with staff of Services for English-Learners, to monitor the achievement, the participation, the attendance, and the overall accomplishment of monitored students. During these meetings, student data is reviewed for evidence of success in the mainstream. Students who show strong evidence of success, continue in the general education program without additional supports. If evidence is inconsistent or lacking, school-level teams gather further information and develop an individualized support plan that may or may not include reinstatement into Services for English-Learners and reclassification as an English Learner.

Waived students – District process to monitor their progress

Waived students will be monitored at the end of each grading period and when ELPA results are in each year. ELD Specialists will collaborate with core classroom teachers at the end of each grading period and have them complete the SOLOM form (see appendix). Waived students must take the ELPA assessment each year to determine if they are ready to exit the ELD program. Waived services students who score a 4 on the ELPA two years in a row, and who have additional evidence of proficiency are exited using the exit/promotion process described above.