

English Language Learner Plan

Successful Students Today—Successful Citizens Tomorrow

2020 to 2024 (Revised January 2023)



*Our
Shared Vision:*

ALL are Learning
and
Learning is for **ALL**

*We will achieve this
by ensuring:*

ALL

Own Their Present and Future.
Are Known and Challenged.
Achieve Their Potential.
Options are Open and Hopeful.

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“If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of human potentialities, and so weave a less arbitrary social fabric, one in which each diverse human gift will find a fitting place.”

-Margaret Mead

Note for teachers: This document is interactive. Clicking on a topic in the Table of Contents will send you to that part of the document. At the bottom of the page, there is return to the Table of Contents that you may also click. To do this, simply use the mouse to click on the link.

Introduction

In the Medford School District, we believe in our students. No matter what their background, we believe that all of our students are successful every day and will be successful in life when they leave us. It is an honor and a privilege to work the students in the Medford and surrounding community, and it is our hope that while we are able to work with each student, we are able to instill that sense of wonder and excitement about the world in which we live.

Students of a limited English proficiency have special needs that our highly trained staff is working to meet. Coming from another culture, let alone speaking another language, is challenging and complicated. We, on the Medford Schools team, are committed to helping all our students with limited English skills become not only proficient in English, but to be high achievers in all subject areas.

Working together with family partners, we are confident that our relentless pursuit of language acquisition for our students is achievable and exciting. The gift of bilingual skills is paramount to success in this modern age and in this increasingly shrinking world. Not only is a foreign land just a mouse click away, but so is an international friend. Our differences make us stronger--stronger students, stronger family members, stronger community members, and stronger international community members.

The Medford School Board Policy Code IGBI

Students who have limited English proficiency shall be provided with appropriate instructional assistance through the district’s English Language Learner program until they are able to use the English language in a manner that allows effective and relevant participation in regular classroom instruction and other educational activities without such supplemental services.

Legal references are ORS 336.074, 079: Title IV, Civil Rights Act, 1964

Medford School District 549C Equal Opportunity Statement

Every student of the district will be given equal educational opportunities regardless of age, race, religion, color, national origin, disability or marital status. Further, no student will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the district. The district will treat its students without discrimination on the basis of sex as this pertains to course offerings, athletics, counseling, employment assistance and extracurricular activities. The district shall implement in each school, programs that assure equity, opportunity and access for all students. SB Policy JB

In addition, the district makes every attempt to hire employees that offer skills and knowledge that reflect respect and inclusion of representative cultural/racial and ethnic areas. The statement appearing on each job posting for the district reads as follows:

The district shall give preference to the employment of bilingual, bicultural candidates who speak English and Spanish in both certified and classified positions, all other qualifications being equal.

Oregon State Statutes

The Medford School District 549C adheres to the current Oregon State mandates.

ORS 336.074: Instruction in all subjects in public, private and parochial schools shall be conducted in English, except: 1) Instruction in foreign languages. 2) Instruction may be conducted in more than one language in order that pupils whose native language is other than English can develop bilingual skills to make an early and effective transition to English and benefit from increased educational opportunities.

ORS 336.079: Special English courses for certain children. Specific courses to teach speaking, reading and writing of the English language shall be provided at kindergarten and each grade level to those children who are unable to profit from classes taught in English. Such courses shall be taught to such a level in school as may be required until children are able to profit from classes conducted in English.

ORS 336.081: Opportunity to qualify to assist non-English speaking students. All school district providing courses pursuant to ORS 336.079 shall afford the licensed personnel of the district that are assigned to perform teaching duties for such courses an opportunity to qualify to assist non-English speaking students to learn English at no cost to the personnel.

The following plan is developed to assure that all students have equal opportunity to participate in the educational programs and activities and equal access to facilities in the district. This plan includes courses and/or components which provide students with an understanding of the pluralistic realities of their society, including multicultural/racial/ethnic education and equity in portraying all classes protected under ORS 659.850.

Medford District ELL Department Goal Statement

Medford School District 549C is resolute in raising the English Language Development (ELD) and academic achievement of ELL students. The goal of the Medford School District 549C ELL Department is to provide a clearly defined program of instruction for English Language Learners designed to:

- teach academic English language skills, as well as basic interpersonal communication skills, to move ELL students efficiently through the 5 levels of English Language Proficiency;
- ensure equal access to the core curriculum; and,
- continue scholastic progress through meaningful participation in the school environment.

ELL Department Guiding Principles

1. All English Language Learners are capable of learning to high standards when provided supportive learning environments, appropriate materials, and effective teaching.
2. Students bring great personal knowledge to the learning of other languages. This knowledge and their primary language aid students in learning.
3. In the ELL program, students engage in language learning, respect cultural differences, and increase self-esteem.
4. Teachers use research-based practices and curriculum aligned to the ELP standards to teach to high learning standards.
5. Parents can become successful partners in the education of English Language Learners.
6. Education of every student leads to a socially responsible, respectful, and vibrant community.
7. Community support is vital to the success of English Language Learners.
8. The hiring of qualified bilingual and bicultural employees is a hiring priority that will enrich the district.
9. On-going training in second-language acquisition and cultural awareness is essential for everyone who impacts student learning.

Acronyms, Common Vocabulary, and Frequently Used Terminology

Acronym	What it stands for:	What it means:
ADEPT	A Developmental English Proficiency Test	
AI/AN	American Indian/Alaska Native	Aka: Native American/Alaska Native
AMAO	Annual Measurable Achievement Objectives	
BICS	Basic Interpersonal Communication Skills	The language ability required for verbal face-to-face communication.
	Castañeda v. Pickard:	On June 23, 1981, the Fifth Circuit Court issued a decision that is the seminal post-Lau decision concerning education of language minority students. The case established a three-part test to evaluate the adequacy of a district's program for ELs: (1) is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy; (2) are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively; and (3) does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome. [648 F.2d 989 (5th Cir., 1981)]
CALP	Cognitive Academic Language Proficiency	The language ability required for academic achievement.
CCSS	Common Core State Standards	
CM	Constructing Meaning	Sheltered English instruction methodology - created by Ellen Levy and Susanna Dutro.
	Culturally Responsive	Refers to the implicit use of the cultural knowledge, prior experiences, frames of reference, and performance styles of diverse individuals (students) in order to make learning more appropriate and effective for them.
DIT	Differentiated Instruction Time	Differentiated Instruction Time

DLP	Dual-Language Program	Also known as two-way or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom usually comprised of half native English speakers and half native speakers of the other language.
DSA	District Security Administrators	DSAs can delegate their duties to District Test and Security Administrators. The only difference between DSAs and DTSA is that DTSA cannot create any other DTSA users. A district can only have one DSA; however, DSAs can create one or more DTSA for each district.
DTSA	District Test and Security Administrators	District Test and Security Administrators are responsible for creating STC, TA users within their district. DTSA can set student test restrictions and access reports within their district.
EA	Educational Assistant	(aka: Instructional Assistant) Educational assistants who work under the supervision of an appropriately licensed teacher may provide instructional support pursuant to OAR 581-038-0005-0025.
EL	English Learner	An identified student who qualifies for additional support in school in acquiring academic English proficiency.
ELD	English Language Development	A program of techniques, methodology, and special curriculum designed to teach EL students English language skills, including listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ELD instruction is in English with little or no use of native language.
	EL Plan	From Federal Title III Statutes: SEC 3116 Local Plans Each eligible entity desiring a subgrant from the State educational agency (SEA) under section 3114 shall submit a plan to the State educational agency at such time, in such manner, and containing such information as the SEA may require. The Office for Civil Rights uses the phrase "EL Plan".
ELP	English Language Proficiency	Typically used to describe the standards for English language acquisition.
ELPA21	English Language Proficiency Assessment for the 21st Century	Oregon's annual summative assessment for all students who have been identified as English learners. This annual assessment is required whether the student received EL services or not. ELs participate in this assessment each year until they are officially exited from the program by their districts.

ELSWD	English Learner Students with Disabilities	An EL who also has a disability. These students have an Individual Education Plan (IEP) or 504 Plan.
EO	English-Only	
ESEA	Elementary and Secondary Education Act	Federal Education Law – last amended December 10, 2015
EEOA	Equal Education Opportunities Act of 1974	This civil rights statute prohibits states from denying equal educational opportunity to an individual on account of his or her race, color, sex, or national origin. The statute specifically prohibits states from denying equal educational opportunity by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. [20 U.S.C. §1203(f)]
	Equity (Education Equity)	Refers to the transformed ways in which systems and individuals habitually operate to ensure that every individual (learner) in whatever environment (learning) has the greatest opportunity to work (learn) enhanced by the resources and supports necessary to achieve competence, excellence, independence, responsibility and self-sufficiency for life (school).
FEP	Fluent (or Fully) English Proficient	(aka: IFEP – Initially Fluent English Proficient)
GE	Grade Equivalent	
GLAD	Guided Language Acquisition Design (Project GLAD)	Sheltered English instruction methodology.
GPA	Grade Point Average	
	HB 3499	Adopted by the 2015 Legislature as a comprehensive approach to improving educational opportunities for students who are English language learners (ELLs). This historical legislation is the first time that Oregon has specifically supported ELL students through General Fund appropriations. https://olis.leg.state.or.us/liz/2015R1/Downloads/Measure Document/HB3499

	Immigrant Children (Recent Arrivers) and Youth	<p>Immigrant Children (Recent Arrivers) and Youth are defined in Section 3301 of ESSA- Title III</p> <ul style="list-style-type: none"> (a) Are aged 3 through 21 (b) Were not born in any State, and (c) Have not been attending one or more schools in any one or more States for more than three full academic years. <p>A required sub-grant is issued on an annual basis to qualifying school districts based on a formula measuring high rates of growth in immigrant youth.</p>
	Informed Parental Consent	Parental Notification letters are sent within 30 days of the beginning of the school year or within 2 weeks after the school year has begun. These letters inform parents of a student’s language proficiency, core content knowledge, EL program placement with information on how parents can waive a student from participating in an EL program.
	i-Ready	Assessment Tool used in math and reading for benchmarks.
JDEP	Juvenile Detention Education Program	
L1	Primary Language	
L2	Second Language	
	Language Dominance	Refers to the measurement of the degree of bilingualism, which implies a comparison of the proficiencies in two or more languages.
	Language Minority Student(s)	Another way that ELs might be referred to in older legislation or documentation.
	Language Proficiency	Refers to the degree to which the student exhibits control over the use of language, including the measurement of expressive and receptive language skills in the areas of phonology, syntax, vocabulary, and semantics, and including the areas of pragmatics or language use within various domains or social circumstances. Proficiency in a language is judged independently and does not imply a lack of proficiency in another language.
	Lau v Nichols (1974)	A class action suit brought by parents of non-English-proficient Chinese students against the San Francisco Unified School District. In 1974, the Supreme Court ruled that identical education does not constitute equal

		education under the Civil Rights Act of 1964. The court ruled that the district must take affirmative steps to overcome educational barriers faced by the non-English speaking Chinese students in the district. [414 U.S. 563 (1974)]
LIEP	Language Instruction Educational Program	<p>An instructional program: SEC. 3201[20 U.S.C. 7011]</p> <p>(7) Language Instruction Educational Program.--The term "language instruction educational program" means an instruction course—</p> <p>(A) In which an English learners is placed for the purpose of developing and attaining English proficiency,. While meeting challenging State academic standards; and</p> <p>(B) That may make instruction use of both English and a child's native language to enable the child to develop and attain English proficiency, and may include the participation of English proficient children if such course is designed to enable all participant children to become proficient in English and a second language.</p> <p>ESSA law link https://www2.ed.gov/documents/essa-act-of-1965.pdf</p>
	Local Plan	<p>(aka EL Plan or Lau Plan) From Federal Title III Statutes: SEC. 3116 Local Plans: SEC. 3116. [20 U.S.C. 6826]</p> <p>(a) Plan Required.—Each eligible entity desiring a subgrant from the State educational agency under section 3114 shall submit a plan to the State educational agency at such time, in such manner, and containing such information as the State educational agency may require.</p>
LTCT	Long-Term Care and Treatment Education Programs	
LTEL	Long-Term English Learners	A student who has been identified as an English learner for 5 or more years.
LUS	Language Use Survey	(aka: Home Language Survey) Specific questions asked during enrollment to determine which language(s) are used by students and families to determine which students are potential ELs.
	The May 25 Memorandum	To clarify a school district's responsibilities with respect to national-origin-minority children, the U.S. Department of Health, Education, and Welfare, on May 25, 1970, issued a policy statement stating, in part, that "where inability to

		<p>speak and understand the English language excludes national-origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open the instructional program to the students."</p>
NEP	Non-English-proficient	A student who was found to be an identified English learner based on an identification screener.
OCDC	Oregon Child Development Center	
OCR	Office of Civil Rights	Federal office of civil rights
OELA	Office of English Language Acquisition	A federal office in the US Department of Education providing support/guidance regarding ELs.
OMLI	Oregon Migrant Leadership Institute	
PHLOTE	Primary Home Language Other Than English	
RAEL	Recently-Arrived English Learner	An English learning who has recently arrived in the US from another country, typically within the last 3 years.
	Recent Arrivers	<p>Immigrant Children (Recent Arrivers) and Youth are defined in Section 3301 of ESSA- Title III</p> <ul style="list-style-type: none"> (a) Are aged 3 through 21 (b) Were not born in any State, and (c) Have not been attending one or more schools in any one or more States for more than three full academic years. <p>A required sub-grant is issued on an annual basis to qualifying school districts based on a formula measuring high rates of growth in immigrant youth.</p>
	Exiting	When a student obtains academic English proficiency, the student is exited from ELD services. The federal term for this process is exiting; Oregon typically refers to this process as exiting or reclassification. See Numbered Memorandum 006-2015-16 for specific guidance.
RTI Team	Response to Intervention Team	

SBAC	Smarter Balanced Assessment	
SDAIE	Specially-Designed Academic Instruction in English	This approach consists of strategies teachers can use to make content concepts understandable to ELs, while simultaneously promoting their English language development. More specifically, sheltered instruction refers to a model of how teachers use strategies, such as visual aids, modeling, graphic organizers, vocabulary previews, adapted texts, interactional structures, and students' prior knowledge, in a systematic way to enable students to acquire content in their new language.
SELD	Systematic English Language Development	
SEI	Sheltered English Instruction	An instructional approach used to make academic instruction in English understandable to EL students. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects. Some examples of sheltered instructional model may include SIOP, GLAD, SDAIE, Constructing Meaning.
SIFE	Students with Interrupted Formal Education	SIFE students are those who meet at least one of the following two categories: <ol style="list-style-type: none"> 1. Come from a home where a language other than English is spoken and enter a school in the US after grade two; OR 2. Are immigrant students who enter a school in the United States after grade 2; And meet the following conditions: <ol style="list-style-type: none"> a. Have had at least two years less schooling than their peers; and, b. Function at least two years below expected grade level in reading and in mathematics; and, c. May be pre-literate in their native language.
SIOP	Sheltered Instruction Observation Protocol	Sheltered English instruction methodology.
SPED	Special Education	The Individuals with Disabilities Education Act, as amended in 2004 (IDEA 2004-PL 108-446), is a federal law governing special education services and federal funding for eligible infants, toddlers, children, and youth with disabilities across the country. Children and youth (ages 3-21) receive special education and related

		services under IDEA, Part B. Infants and toddlers with disabilities (ages birth-2) and their families receive early intervention services under IDEA Part C. In Oregon, IDEA funds helped support the education of almost 83,000 children with disabilities in the past year. For more information about IDEA see the U.S. Department of Education website at http://idea.ed.gov .
STC	School Test Coordinator	A person responsible to ensure test security at the local school level.
SST	Student Study Team	
TA	Test Administrator	A person who administers the state assessments to students.
TAG	Talented and Gifted	<p>“Talented and Gifted children” means those children who require educational programs or services, or both, beyond those normally provided by the regular school program in order to realize their contribution to self and society, and who demonstrate outstanding ability or potential in one or more of the following areas:</p> <ul style="list-style-type: none"> (a) General intellectual ability as commonly measured by measures of intelligence and aptitude. (b) Unusual academic ability in one or more academic areas. (c) Creative ability in using original or nontraditional methods in thinking and producing. (d) Leadership ability in motivating the performance of others either in educational or non-educational settings. (e) Ability in the visual or performing arts, such as dance, music, or art.
	Title VI of the 1964 Civil Rights Act	Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English.
TWI	Two-Way Immersion	Also referred to as Dual Language Immersion, this is a program in which the language goals are full bilingualism and biliteracy in English and a partner language. Students study language arts and other academic content (math, science, social studies, arts) in both languages over the course of the program, and the program lasts at least through elementary school (and many programs

		continue through high school). These programs use an immersion approach (maximizing the teacher’s use of the target language during the target language’s instructional time) and enroll both native English speakers and native speakers of the partner language, with neither group making up more than two-thirds of the student population. Because of this student composition, these programs also emphasize cross-cultural awareness as a key goal of the program. If your program enrolls primarily ELs, it should be coded as a Developmental Bilingual program.
	Tutor	In the context of OAR 581-023-0100, the definition of tutors are educational assistants/instructional assistants providing tutoring services who meet the requirements of OAR 581-037-0005 to 0025. According to ORS 342.120, educational/ instructional assistant means a classified school employee who does not require a license to teach, who is employed by a school, district, or education service district, and whose assignment consists of and is limited to assisting a licensed teacher in accordance with rules established by the Oregon State Board of Education.
	Waived student	When an identified EL’s parent/guardian decides that the student will not participate in the language development program. Waivered students are required to participate in the annual summative assessment until they are reclassified
WMLS	Woodcock-Muñoz Language Survey	One of four assessments available for districts to determine if a student is an EL. Others are LAS, Stanford, and IPT (see prior acronym descriptions).
YCEP	Youth Corrections Education Program	
YDEP	Youth Detention Education Program	

Medford School District

SECTION 1

District Demographics

This section provides a snapshot of the district EL population as related to other district data. The focus in this section is to provide a background of the EL population our district serves.

1. Size of the school district

There are 25 schools in the Medford School District 549c. Enrollment showed below is from May 2021.

Abbreviation	School Name	Grades	Enrollment
ALEL	Abraham Lincoln Elementary	K-6	457
GCEL	Griffin Creek Elementary School	K-6	492
HVEL	Hoover Elementary School	K-6	560
HOEL	Howard Elementary School	K-6	368
JAEL	Jackson Elementary School	K-6	411
JVEL	Jacksonville Elementary School	K-6	372
JEEL	Jefferson Elementary School	K-6	405
KEEL	Kennedy Elementary School	K-6	490
LPEL	Lone Pine Elementary School	K-6	520
OGEL	Oak Grove Elementary School	K-5	413
ROEL	Roosevelt Elementary School	K-6	369
RUEL	Ruch Elementary School	K-8	182
WAEL	Washington Elementary School	K-6	308
WIEL	Wilson Elementary School	K-6	388
HDMS	Hedrick Middle School	6-8	968
MOA	Medford Online Academy	K-8	698
	Medford Online Academy HS	9-12	378
MCMS	McLoughlin Middle School	6-8	908
MOS	Medford Opportunity School	6-12	65
CMHS	Central Medford High School	9-12	203
NMHS	North Medford High School	9-12	1591
SMHS	South Medford High School	9-12	1652
KUA	Kids Unlimited Academy	K-8	477
Madrone Trail	Madrone Trail Public Charter School	K-8	225

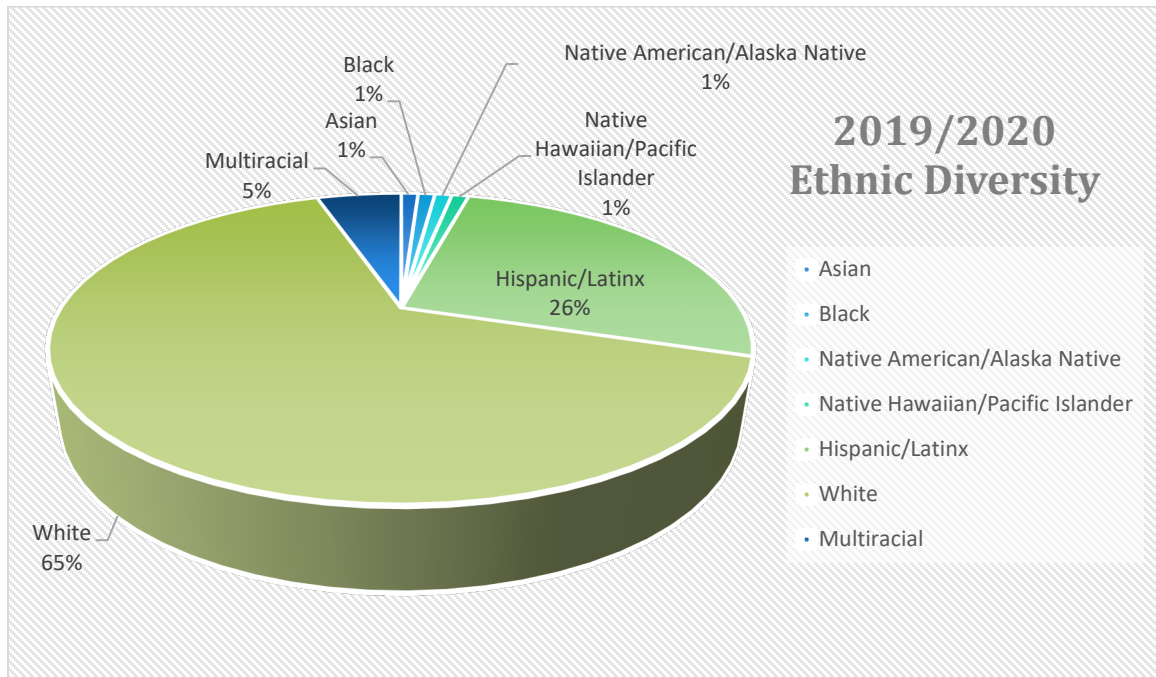
Valley School	The Valley School of Southern Oregon	7-8	120
Logos	Logos Public Charter School	K-12	1054

There are also 4 private schools in the district: Rogue Valley Adventist School, Cascade Christian School, Sacred Heart Catholic School, and St. Mary's High School.

2. Total enrollment

As of May 2021, there are 14,074 students enrolled in the Medford School District.

3. District's ethnic diversity



4. Languages represented in the EL population

As of the winter of 2021, we have more than 18 different languages present in our current EL population. The most common language amongst ELs in the district is Spanish, which comprises 95% of ELs. The next most common languages are Samoan and Filipino/Tagalog, which comprise only 1% of the EL population each.

Language	Number of speakers	Language	Number of speakers
Burmese	1	Korean	2
Cebuano	1	Portuguese	1

Chinese	3	Punjabi	2
Filipino/Tagalog	12	Samoan	13
German	1	Sign languages	2
Gujarati	1	Spanish	975
Haitian Creole	1	Thai	2
Hmong	2	Urdu	1
Japanese	1	Vietnamese	5

5. and 19. Number and Percentage of ELs (Active and Waived ELs)

As of May 2021 there are 1,062 LEP students (999 ELLs participating in the ELD program + 63 whose parents declined services) with the majority speaking Spanish as a first language.

School	Total Number of Active ELs	% of Total District EL Population	% of Total School Population	Number of Participating ELs	Number of Waived ELs
ALEL	7	0.6%	1.5%	7	0
GCEL	24	2.3%	4.8%	24	0
HVEL	4	0.4%	0.7%	3	1
HOEL	82	7.7%	22.3%	82	0
JAEL	114	10.7%	27.7%	113	1
JVEL	14	1.3%	3.7%	13	1
JEEL	59	5.6%	13.5%	54	5
KEEL	34	3.2%	6.9%	31	3
LPEL	9	0.8%	1.7%	9	0
OGEL	69	6.5%	16.7%	67	2
ROEL	22	2.1%	5.9%	21	1
RUEL	4	0.4%	2.3%	4	0
WAEL	62	5.8%	20%	62	0
WIEL	67	6.3%	17.2%	66	1
MOA	53	4.9%	5%	39	6
HDMS	30	2.8%	3%	27	3
MCMS	61	5.7%	6.7%	60	1
CMHS	10	.9%	4.9%	6	4
MOS	1	.09%	1.5%	0	1
NMHS	63	5.9%	3.9%	53	10
SMHS	58	5.4%	3.5%	39	19
KUA	176	16.5%	36.8%	174	2
Madrone Trail	1	0.0%	0.4%	1	0

Valley School	0	0.0%	0.0%	0	0
Logos	6	0.6%	0.6%	5	1

6. English Learners with a Disability (ELSWD) by primary disability

As of December 2020, 24% of the Medford District active ELs have been identified as experiencing disabilities, while 14.11% of all Medford District students have been identified. 15.12% of our Monitored and Former ELs are also identified as experiencing a disability and have an IEP.

Primary Disability	Number of Active ELSWD	% of Active ELSWD from EL Total	Number of Monitored (M) and Former (F) ELSWD	% of M and F ELSWD from Monitored and Former EL Total
82 - Autism	18	1.7%	8	0.8%
50 - Communication Disorder	161	15%	38	3.9%
20 - Hearing Impairment	4	0.3%	1	0.1%
10 - Intellectual Disability	10	0.9%	1	0.1%
70 - Orthopedic Impairments	0	0%	0	0%
80 - Other Health Impairments	4	0.4%	6	0.6%
60 - Serious Emotional Disturbance	2	0.2%	0	0%
90 - Specific Learning Disability	49	4.6%	17	1.7%
74 - Traumatic Brain Injury	0	0%	0	0%
40 - Visual Impairment	0	0%	0	0%
98 - Developmentally Delayed	2	0.2%	0	0%
Total	253		71	

Primary Disability	Number of Active ELSWD	% of ELSWD in Each Category, from total ELSWD	Number of SPED Total	% of ELSWD per Disability
82 - Autism	18	7.1%	423	4.2%
50 - Communication Disorder	161	63.6%	798	20%
20 - Hearing Impairment	4	1.5%	24	16.7%

10 - Intellectual Disability	10	3.9%	95	10.5%
70 - Orthopedic Impairments	0	0%	17	0%
80 - Other Health Impairments	4	1.6%	274	2.5%
60 - Serious Emotional Disturbance	2	0.7%	53	2.8%
90 - Specific Learning Disability	49	19.4%	429	11.4%
74 - Traumatic Brain Injury	0	0%	6	0%
40 - Visual Impairment	0	0%	15	0%
98 – Developmentally Delayed	2	0.7%	32	6.3%
Total	253		2196	

There are four active ELs on a 504, three in elementary school and one in middle school. Three of these students are on 504s for attention/focus related concerns; one active EL is on a 504 for anxiety. There are four monitored ELs on a 504 (all at the secondary level) and one former EL. Of these, the majority receive accommodations for attention, focus and ADHD related concerns. One student has a specific learning disability.

7. Number and Percentage of ELs in the TAG program

As of January 2021, 910 Students in the Medford School District have been identified as TAG students either in Math, Reading, Intellectual Ability or through a combination of them. Those 910 students represents 6.3% of all students enrolled in the district.

Changes to the TAG identification process, including the use of the Naglieri CAS, has increased the rate of identification of TAG ELs. (See Section VII – Equal Access to Other School District Programs.)

Student Group	Number of Students Identified as TAG	Percentage of Students from Same Group	Percentage of Students of all TAG Students
All MSD Students	910	6.3%	
Active ELs	2	0.2%	0.2%
Waived ELs	0	0.0%	0.0%
Monitored ELs	25	2.4%	2.7%
Former ELs	16	4.9%	1.7%

There are 17 students identified in TAG as Potential to Perform. One of them is a monitored EL.

8. Title IA School Designations

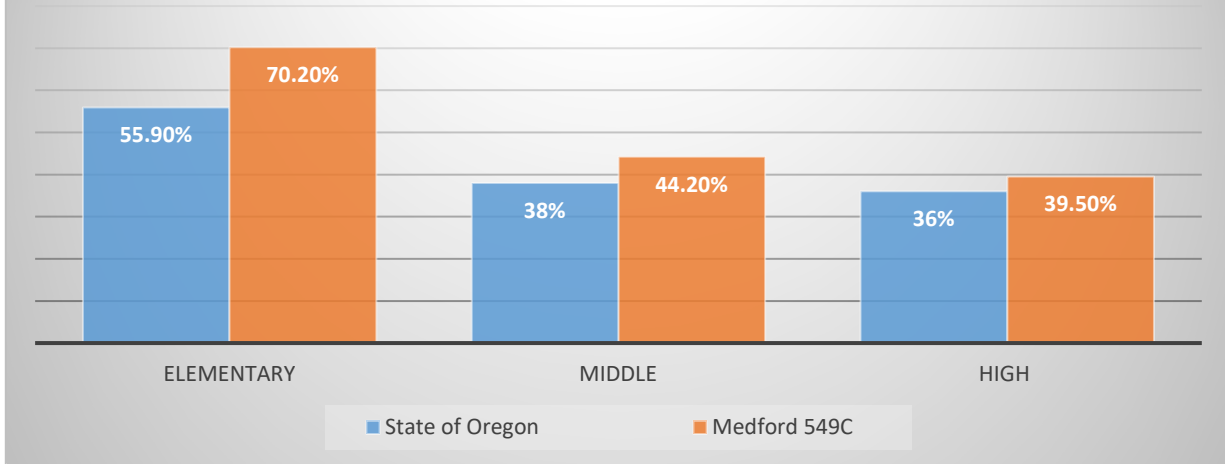
School Name	Program Type
Medford Schools	
Howard Elementary School	School Wide
Jackson Elementary School	School Wide
Jefferson Elementary School	School Wide
Kennedy Elementary School	School Wide
Oak Grove Elementary School	School Wide
Roosevelt Elementary School	School Wide
Washington Elementary School	School Wide
Wilson Elementary School	School Wide
McLoughlin Middle School	School Wide
Central Medford High School	School Wide
Charter Schools	
Kids Unlimited Academy	School Wide
Private Schools	
Sacred Heart Catholic School	Targeted Assisted
Grace Christian School	Targeted Assisted
Rogue Valley Adventist School	Targeted Assisted

9. ELs showing growth on ELPA21 from 2017-18 to 2018-19 by EL Category and School

Please note that the information in this section of the MSD EL Plan for the 2020-2021 school year has been rolled over from the previous plan as we are waiting on more up to date data and guidance from ODE before we update this section.

During the 2018-19, 55.9% of elementary ELs were on-track to proficiency. In middle school, 38% and high school 36% students, statewide, were on-on track to English language proficiency. Medford 549c outperformed the state average at all three grade levels, even accounting for different middle school models.

Growth on ELPA, 2018-19



EL Category	Number of students included in AMAO1 calculation	Number of Students who demonstrated gains towards AMAO 1	AMAO1 Target 48.5%
All ELs	967	507	52.4%
ELSWD	236	93	39.4%
0 – 4 Years in EL Program	659	314	47.6%
5 Years or More in EL Program	308	193	62.7%

EL Category	Number of students included in AMAO1 calculation	Number of Students who demonstrated gains towards AMAO 1	AMAO1 Target 48.5%
Abraham Lincoln Elementary	9	4	44.4%
Griffin Creek Elementary School	29	15	51.7%
Hoover Elementary School	10	7	70.0%
Howard Elementary School	96	41	42.7%
Jackson Elementary School	114	53	46.5%
Jacksonville Elementary School	5	1	20.0%
Jefferson Elementary School	67	33	49.3%
Kennedy Elementary School	50	26	52.0%

Lone Pine Elementary School	16	11	68.8%
Oak Grove Elementary School	82	58	70.7%
Roosevelt Elementary School	45	20	44.4%
Ruch Elementary School	5	1	20.0%
Washington Elementary School	92	53	57.6%
Wilson Elementary School	60	28	46.7%
Hedrick Middle School	40	31	77.5%
EL Category	Number of students included in AMAO1 calculation	Number of Students who demonstrated gains towards AMAO 1	AMAO1 Target 48.5%
McLoughlin Middle School	57	29	50.9%
Central Medford High School	4	1	25.0%
North Medford High School	41	28	68.3%
South Medford High School	46	25	54.4%
Kids Unlimited Academy	94	40	42.6%
Logos Public Charter School	3	2	66.7%
Madrone Trail Public Charter Sc.	0	0	n/a
The Valley School of So. Oregon	0	0	n/a
Medford SD 549C	967	507	52.4%

9. Exited ELs during the 2016-17 School Year

Please note that the information in this section of the MSD EL Plan for the 2020-2021 school year has been rolled over from the previous plan as we are waiting on more up to date data and guidance from ODE before we update this section.

The total percentage of ELs who were exited out of the EL Program during the 2016-2017 school year. Our district met these both targets: 9.5% for exiting students in 0-4 year and 28% for students who had been in the EL program for five or more years.

EL Category	Number of students eligible to be exited	Number of Students exited during the 16/17 SY	Percentage of Exits by EL Group	EL Exit Targets
All ELs	1236	347	28.1%	None Set

ELSWD	265	58	21.9%	None Set
0 – 4 Years in EL Program	906	187	20.6%	9.5%
5 Years or More in EL Program	330	160	48.5%	28%

11-16. Monitored, Former, and Re-entered ELs by Grade Level

As of 12/20/2020, there are currently 655 Monitored ELs and 324 Former ELs.

One student has re-entered the program this school year. He is in ninth grade.

Grade Level	# of Monitored Year 1	% of all M Y1	# of Monitored Year 2	% of all M Y2	# of Monitored Year 3	% of all M Y3	# of Monitored Year 4	% of all M Y4	# of Former ELs	% of all Former ELs
First	4	4.6%	-	-	-	-	-	-	-	-
Second	7	8.0%	2	1.7%	-	-	-	-	-	-
Third	26	29.9%	14	12.0%	1	0.6%	-	-	-	-
Fourth	11	12.6%	21	17.9%	12	7.5%	1	0.3%	0	-
Fifth	17	19.5%	20	17.1%	35	22.0%	10	3.4%	0	-
Sixth	8	9.2%	21	17.9%	30	18.9%	32	11.0%	1	0.3%
Seventh	6	6.9%	14	12.0%	30	18.9%	44	15.1%	14	4.3%
Eighth	1	1.1%	12	10.3%	18	11.3%	67	22.9%	19	5.9%
Ninth	1	1.1%	3	2.6%	17	10.7%	55	18.8%	35	10.8%
Tenth	2	2.3%	6	5.1%	7	4.4%	37	12.7%	59	18.2%
Eleventh	3	3.4%	1	0.9%	6	3.8%	27	9.2%	91	28.0%
Twelfth	1	1.1%	3	2.6%	3	1.9%	19	6.5%	105	32.4%
Total	87		117		159		292		324	

17. Number and Percentage of Monitored ELs Meeting and Exceeding State Assessments

Please note that the information in this section of the MSD EL Plan for the 2020-2021 school year has been rolled over from the previous plan as we are waiting on more up to date data and guidance from ODE before we update this section.

The data for this section was obtained by looking at all of our monitored students during the 2016-2017 school year who met or exceeded in either their Language Arts SBAC, Math SBAC, or both.

While the chart showing all monitored students in years 1-4 of monitoring status lists all schools in the district, the chart showing only monitored ELSWDs lists only the schools that had monitored ELSWD enrolled with them last school year.

Percentage of Monitored Students Who Met or Exceeded in the 16-17 Language Arts SBAC

All 3rd-6th Grade Monitored Students - LA SBAC - Elementary Schools

School	Total Number of MY1 ELs who took SBAC	Total Number of MY1 who met or exceeded LA SBAC	Monitored Year 1	Total Number of MY2 ELs who took SBAC	Total Number of MY2 who met or exceeded LA SBAC	Monitored Year 2	Total Number of MY3 ELs who took SBAC	Total Number of MY3 who met or exceeded LA SBAC	Monitored Year 3	Total Number of MY4 ELs who took SBAC	Total Number of MY4 who met or exceeded LA SBAC	Monitored Year 4	Total Number of all M ELs who took SBAC	Total Number of all M ELs who met or exceeded LA SBAC	All Monitored ELs
ALEL	0	0	n/a	2	2	100%	1	1	100%	0	0	n/a	3	3	100%
GCEL	1	1	100%	2	2	100%	2	1	50%	0	0	n/a	5	4	80%
HVEL	0	0	n/a	4	1	25%	3	2	67%	0	0	n/a	7	3	43%
HOEL	2	0	0%	2	1	50%	5	5	100%	1	1	100%	10	7	70%
JAEL	0	0	n/a	4	3	75%	7	6	86%	4	3	75%	15	12	80%
JVEL	0	0	n/a	1	1	100%	1	1	100%	0	0	n/a	2	2	100%
JEEL	3	3	100%	4	2	50%	7	5	71%	0	0	n/a	14	10	71%
KEEL	0	0	n/a	1	1	100%	2	2	100%	2	1	50%	5	4	80%
LPEL	2	2	100%	3	2	67%	0	0	n/a	0	0	n/a	5	4	80%
OGEL	1	1	100%	6	6	100%	3	3	100%	1	1	100%	11	11	100%
ROEL	2	1	50%	0	0	n/a	1	1	100%	0	0	n/a	3	2	67%
RUEL	0	0	n/a	0	0	n/a	0	0	n/a	0	0	n/a	0	0	n/a
WAEL	1	1	100%	2	2	100%	3	3	100%	4	4	100%	10	10	100%
WIEL	0	0	n/a	2	2	100%	2	2	100%	0	0	n/a	4	4	100%
Total	12	9	75%	33	25	76%	37	32	86%	12	10	83%	94	76	81%

All 7th & 8th Grade Monitored Students - LA SBAC - Middle Schools

School	Total Number of MY1 Els who took SBAC	Total Number of MY1 who met or exceeded LA SBAC	Monitored Year 1	Total Number of MY2 Els who took SBAC	Total Number of MY2 who met or exceeded LA SBAC	Monitored Year 2	Total Number of MY3 Els who took SBAC	Total Number of MY3 who met or exceeded LA SBAC	Monitored Year 3	Total Number of MY4 Els who took SBAC	Total Number of MY4 who met or exceeded LA SBAC	Monitored Year 4	Total Number of all M Els who took SBAC	Total Number of all M ELs who met or exceeded LA SBAC	All Monitored ELs
HDMS	2	0	0%	13	4	31%	10	7	70%	7	5	71%	32	16	50%
MCMS	2	1	50%	36	18	50%	29	20	69%	21	16	76%	88	55	63%
Total	4	1	25%	49	22	45%	39	27	69%	28	21	75%	120	71	59%

All 11th Grade Monitored Students - LA SBAC - High Schools

School	Total Number of MY1 Els who took SBAC	Total Number of MY1 who met or exceeded LA SBAC	Monitored Year 1	Total Number of MY2 Els who took SBAC	Total Number of MY2 who met or exceeded LA SBAC	Monitored Year 2	Total Number of MY3 Els who took SBAC	Total Number of MY3 who met or exceeded LA SBAC	Monitored Year 3	Total Number of MY4 Els who took SBAC	Total Number of MY4 who met or exceeded LA SBAC	Monitored Year 4	Total Number of all M Els who took SBAC	Total Number of all M ELs who met or exceeded LA SBAC	All Monitored ELs
CMHS	0	0	n/a	0	0	n/a	0	0	n/a	1	0	0%	1	0	0%
NMHS	3	2	67%	3	2	67%	2	2	100%	3	1	33%	11	7	64%
SMHS	1	0	0%	2	0	0%	2	2	100%	3	0	0%	8	2	25%
Total	4	2	50%	5	2	40%	4	4	100%	7	1	14%	20	9	45%

All K-12 Monitored Students - LA SBAC - Charter Schools

School	Total Number of MY1 Els who took SBAC	Total Number of MY1 who met or exceeded LA SBAC	Monitored Year 1	Total Number of MY2 Els who took SBAC	Total Number of MY2 who met or exceeded LA SBAC	Monitored Year 2	Total Number of MY3 Els who took SBAC	Total Number of MY3 who met or exceeded LA SBAC	Monitored Year 3	Total Number of MY4 Els who took SBAC	Total Number of MY4 who met or exceeded LA SBAC	Monitored Year 4	Total Number of all M Els who took SBAC	Total Number of all M ELs who met or exceeded LA SBAC	All Monitored ELs
KUA	6	5	83%	1	0	0.0%	7	4	57%	2	2	100%	16	11	69%
M. Trail	0	0	n/a	1	0	0.0%	0	0	n/a	0	0	n/a	1	0	0%
Valley Sch	0	0	n/a	0	0	n/a	0	0	n/a	0	0	n/a	0	0	n/a
Logos	0	0	n/a	1	0	0.0%	1	0	0%	0	0	n/a	2	0	0%
Total	6	5	83%	3	0	0.0%	8	4	50%	2	2	100%	19	11	58%

Percentage of Monitored Students Who Met or Exceeded in the 16-17 Math SBAC

All 3rd-6th Grade Monitored Students - Math SBAC - Elementary Schools

School	Total Number of MY1 Els who took SBAC	Total Number of MY1 who met or exceeded Math SBAC	Monitored Year 1	Total Number of MY2 Els who took SBAC	Total Number of MY2 who met or exceeded Math SBAC	Monitored Year 2	Total Number of MY3 Els who took SBAC	Total Number of MY3 who met or exceeded Math SBAC	Monitored Year 3	Total Number of MY4 Els who took SBAC	Total Number of MY4 who met or exceeded Math SBAC	Monitored Year 4	Total Number of all M Els who took SBAC	Total Number of all M ELs who met or exceeded Math SBAC	All Monitored ELs
ALEL	0	0	n/a	2	2	100%	1	1	100%	0	0	n/a	3	3	100%
GCEL	1	0	0%	2	2	100%	2	1	50%	0	0	n/a	5	3	60%
HVEL	0	0	n/a	4	0	0%	3	2	67%	0	0	n/a	7	2	29%
HOEL	2	0	0%	2	1	50%	5	3	60%	1	1	100%	10	5	50%
JAEL	0	0	n/a	4	2	50%	7	1	14%	4	1	25%	15	4	27%
JVEL	0	0	n/a	1	1	100%	1	1	100%	0	0	n/a	2	2	100%
JEEL	3	3	100%	4	3	75%	7	5	71%	0	0	n/a	14	11	79%
KEEL	0	0	n/a	1	1	100%	2	2	100%	2	0	0%	5	3	60%
LP EL	2	2	100%	3	1	33%	0	0	n/a	0	0	n/a	5	3	60%
OGEL	1	1	100%	6	3	50%	3	2	67%	1	1	100%	11	7	64%
ROEL	2	1	50%	0	0	n/a	1	1	100%	0	0	n/a	3	2	67%
RU EL	0	0	n/a	0	0	n/a	0	0	n/a	0	0	n/a	0	0	n/a
WAEL	1	0	0%	2	1	50%	3	3	100%	2	2	100%	8	6	75%
WIEL	0	0	n/a	2	1	50%	2	2	100%	0	0	n/a	4	3	75%
Total	12	7	58%	33	18	55%	37	24	65%	10	5	50%	92	54	59%

All 7th & 8th Grade Monitored Students - Math SBAC - Middle Schools

School	Total Number of MY1 Els who took SBAC	Total Number of MY1 who met or exceeded Math SBAC	Monitored Year 1	Total Number of MY2 Els who took SBAC	Total Number of MY2 who met or exceeded Math SBAC	Monitored Year 2	Total Number of MY3 Els who took SBAC	Total Number of MY3 who met or exceeded Math SBAC	Monitored Year 3	Total Number of MY4 Els who took SBAC	Total Number of MY4 who met or exceeded Math SBAC	Monitored Year 4	Total Number of all M Els who took SBAC	Total Number of all M Els who met or exceeded Math SBAC	All Monitored ELs
HDMS	2	1	50%	13	2	15%	3	3	100%	4	4	100%	22	10	45%
MCMS	2	0	0%	36	12	33%	29	12	41%	21	12	57%	88	36	41%
Total	4	1	25%	49	14	29%	32	15	47%	25	16	64%	110	46	42%

All 11th Grade Monitored Students - Math SBAC - High Schools

School	Total Number of MY1 Els who took SBAC	Total Number of MY1 who met or exceeded Math SBAC	Monitored Year 1	Total Number of MY2 Els who took SBAC	Total Number of MY2 who met or exceeded Math SBAC	Monitored Year 2	Total Number of MY3 Els who took SBAC	Total Number of MY3 who met or exceeded Math SBAC	Monitored Year 3	Total Number of MY4 Els who took SBAC	Total Number of MY4 who met or exceeded Math SBAC	Monitored Year 4	Total Number of all M Els who took SBAC	Total Number of all M Els who met or exceeded Math SBAC	All Monitored ELs
CMHS	0	0	n/a	0	0	n/a	0	0	n/a	0	0	n/a	0	0	n/a
NMHS	3	0	0%	3	1	33%	2	0	0%	3	1	33%	11	2	18%
SMHS	1	1	100%	2	0	0%	2	0	0%	3	0	0%	8	1	13%
Total	4	1	25%	5	1	20%	4	0	0%	6	1	17%	19	3	16%

All K-12th Monitored Students - Math SBAC - Charter Schools

School	Total Number of MY1 Els who took SBAC	Total Number of MY1 who met or exceeded Math SBAC	Monitored Year 1	Total Number of MY2 Els who took SBAC	Total Number of MY2 who met or exceeded Math SBAC	Monitored Year 2	Total Number of MY3 Els who took SBAC	Total Number of MY3 who met or exceeded Math SBAC	Monitored Year 3	Total Number of MY4 Els who took SBAC	Total Number of MY4 who met or exceeded Math SBAC	Monitored Year 4	Total Number of all M Els who took SBAC	Total Number of all M Els who met or exceeded Math SBAC	All Monitored ELs
KUA	6	3	50%	1	1	100%	7	3	43%	2	1	50%	16	8	50%
M. Trail	0	0	n/a	1	1	100%	0	0	n/a	0	0	n/a	1	1	100%
Valley Sch	0	0	n/a	0	0	n/a	0	0	n/a	0	0	n/a	0	0	n/a
Logos	0	0	n/a	1	0	0%	1	0	0%	0	0	n/a	2	0	0%
Total	6	3	50%	3	2	66.7%	8	3	38%	2	1	50%	19	9	47%

Percentage of Monitored Students on an IEP Who Met or Exceeded in the 16-17 Language Arts SBAC

ELSWD Monitored Students - LA SBAC - Elementary Schools

School	Total Number of MY1 Els who took SBAC	Total Number of MY1 who met or exceeded LA SBAC	Monitored Year 1	Total Number of MY2 Els who took SBAC	Total Number of MY2 who met or exceeded LA SBAC	Monitored Year 2	Total Number of MY3 Els who took SBAC	Total Number of MY3 who met or exceeded LA SBAC	Monitored Year 3	Total Number of MY4 Els who took SBAC	Total Number of MY4 who met or exceeded LA SBAC	Monitored Year 4	Total Number of all M Els who took SBAC	Total Number of all M Els who met or exceeded LA SBAC	All Monitored ELs
HVEL	0	0	n/a	1	0	0%	0	0	n/a	0	0	n/a	1	0	0%
OGEL	1	1	100%	0	0	n/a	0	0	n/a	0	0	n/a	1	1	100%
Total	1	1	100%	1	0	0%	0	0	n/a	0	0	n/a	2	1	50%

ELSWD Monitored Students - LA SBAC - Middle Schools

School	Total Number of MY1 Els who took SBAC	Total Number of MY1 who met or exceeded LA SBAC	Monitored Year 1	Total Number of MY2 Els who took SBAC	Total Number of MY2 who met or exceeded LA SBAC	Monitored Year 2	Total Number of MY3 Els who took SBAC	Total Number of MY3 who met or exceeded LA SBAC	Monitored Year 3	Total Number of MY4 Els who took SBAC	Total Number of MY4 who met or exceeded LA SBAC	Monitored Year 4	Total Number of all M Els who took SBAC	Total Number of all M Els who met or exceeded LA SBAC	All Monitored ELs
HDMS	0	0	n/a	1	0	0%	0	0	n/a	0	0	n/a	1	0	0%
MCMS	0	0	n/a	1	0	0%	0	0	n/a	1	1	100%	2	1	50%
Total	0	0	n/a	2	0	0%	0	0	n/a	1	1	n/a	3	1	33%

ELSWD Monitored Students - LA SBAC - High Schools

School	Total Number of MY1 EIs who took SBAC	Total Number of MY1 who met or exceeded LA SBAC	Monitored Year 1	Total Number of MY2 EIs who took SBAC	Total Number of MY2 who met or exceeded LA SBAC	Monitored Year 2	Total Number of MY3 EIs who took SBAC	Total Number of MY3 who met or exceeded LA SBAC	Monitored Year 3	Total Number of MY4 EIs who took SBAC	Total Number of MY4 who met or exceeded LA SBAC	Monitored Year 4	Total Number of all M EIs who took SBAC	Total Number of all M EIs who met or exceeded LA SBAC	All Monitored EIs
NMHS	0	0	n/a	2	1	50%	1	1	100%	1	1	100%	4	3	75%
SMHS	0	0	n/a	1	0	0%	0	0	n/a	1	0	0%	2	0	0%
Total	0	0	n/a	3	1	33%	1	1	100%	2	1	50%	6	3	50%

Percentage of Monitored Students on an IEP Who Met or Exceeded in the 16-17 Math SBAC

ELSWD Monitored Students - Math SBAC - Elementary Schools

School	Total Number of MY1 EIs who took SBAC	Total Number of MY1 who met or exceeded Math SBAC	Monitored Year 1	Total Number of MY2 EIs who took SBAC	Total Number of MY2 who met or exceeded Math SBAC	Monitored Year 2	Total Number of MY3 EIs who took SBAC	Total Number of MY3 who met or exceeded Math SBAC	Monitored Year 3	Total Number of MY4 EIs who took SBAC	Total Number of MY4 who met or exceeded Math SBAC	Monitored Year 4	Total Number of all M EIs who took SBAC	Total Number of all M EIs who met or exceeded Math SBAC	All Monitored EIs
HVEL	0	0	n/a	1	0	0.0%	0	0	n/a	0	0	n/a	1	0	0%
OGEL	1	1	100%	0	0	n/a	0	0	n/a	0	0	n/a	1	1	100%
Total	1	1	100.0%	1	0	0.0%	0	0	n/a	0	0	n/a	2	1	50%

ELSWD Monitored Students - Math SBAC - Middle Schools

School	Total Number of MY1 EIs who took SBAC	Total Number of MY1 who met or exceeded Math SBAC	Monitored Year 1	Total Number of MY2 EIs who took SBAC	Total Number of MY2 who met or exceeded Math SBAC	Monitored Year 2	Total Number of MY3 EIs who took SBAC	Total Number of MY3 who met or exceeded Math SBAC	Monitored Year 3	Total Number of MY4 EIs who took SBAC	Total Number of MY4 who met or exceeded Math SBAC	Monitored Year 4	Total Number of all M EIs who took SBAC	Total Number of all M EIs who met or exceeded Math SBAC	All Monitored EIs
HDMS	0	0	n/a	1	0	0.0%	0	0	n/a	0	0	n/a	1	0	0%
MCMS	0	0	n/a	1	0	0.0%	1	1	100.0%	0	0	n/a	2	1	50%
Total	0	0	n/a	2	0	0.0%	1	1	100.0%	0	0	n/a	3	1	33%

ELSWD Monitored Students - Math SBAC - High Schools

School	Total Number of MY1 EIs who took SBAC	Total Number of MY1 who met or exceeded Math SBAC	Monitored Year 1	Total Number of MY2 EIs who took SBAC	Total Number of MY2 who met or exceeded Math SBAC	Monitored Year 2	Total Number of MY3 EIs who took SBAC	Total Number of MY3 who met or exceeded Math SBAC	Monitored Year 3	Total Number of MY4 EIs who took SBAC	Total Number of MY4 who met or exceeded Math SBAC	Monitored Year 4	Total Number of all M EIs who took SBAC	Total Number of all M EIs who met or exceeded Math SBAC	All Monitored EIs
NMHS	0	0	n/a	2	0	0.0%	1	0	0.0%	1	1	100.0%	4	1	25%
SMHS	0	0	n/a	1	0	0.0%	0	0	n/a	1	0	0.0%	2	0	0%
Total	0	0	n/a	3	0	0.0%	1	0	0.0%	2	1	50.0%	6	1	17%

18. Long-Term ELs by Years in the EL Program

As of 1/15/21, there are 294 Long-Term ELs in the Medford School District. Ninety-three or 31.6% of our Long-Term ELs are identified as SPED. The remaining 207 or 70.4% of Long-Term ELs are not ELSWD. 52.7% of all Long-Term English Learners are in their 5th or 6th year in the EL Program.

Long-Term English Learners (5 or more years in the EL Program)		5 years in ELD	6 years in ELD	7 years in ELD	8 years in ELD	9 years in ELD	10 years in ELD	11 years in ELD	12 years in ELD	13 years in ELD	Total Long-Term English Learners
All ELs	Number	94	61	43	38	27	15	11	5	0	294
	Percentage from All Long-Term ELs	32.0%	20.7%	14.6%	12.9%	9.2%	5.1%	3.7%	1.7%	0.0%	
ELSWD	Number	22	18	16	18	10	4	3	2	0	93
	Percentage from All Long-Term ELSWDs	23.7%	19.4%	17.2%	19.4%	10.8%	4.3%	3.2%	2.2%	0.0%	
	Percentage from All Long-Term ELs	7.5%	6.1%	5.4%	6.1%	3.4%	1.4%	1.0%	0.7%	0.0%	31.6%
Non-ELSWD	Number	74	44	29	21	15	12	8	4	0	207
	Percentage from All Long-Term Non-ELSWDs	35.7%	21.3%	14.0%	10.1%	7.2%	5.8%	3.9%	1.9%	0.0%	
	Percentage from All Long-Term ELs	25.2%	15.0%	9.9%	7.1%	5.1%	4.1%	2.7%	1.4%	0.0%	70.4%

17. Number and percentage of the district ELs who have a waiver for ELD services

As of 03/09/2021, the MSD has 53 students whose parents signed a waiver of EL services for this school year. Twenty of them receive Special Education services.

School	Total Number of Waived ELs	% of Total School EL Eligible Population	Total Number of Waived ELSWD	% of Total School EL Eligible Population
ALEL	0	0.0%	0	0.0%
GCEL	0	0.0%	0	0.0%
HVEL	1	25%	0	0.0%
HOEL	0	0%	0	0.0%
JAEL	1	0.8%	0	0.0%
JVEL	1	7%	0	0.0%
JEEL	5	8.4%	2	3.4%
KEEL	3	8.8%	2	7.4%
LPEL	0	0.0%	0	0.0%
OGEL	2	2.8%	0	0.0%
ROEL	1	4.5%	1	4.5%
RUEL	0	0.0%	0	0.0%
WAEL	0	0.0%	0	0.0%
WIEL	0	0%	0	0.0%
HDMS	3	10%	1	3.4%
MCMS	1	1.6%	1	1.6%
CMHS	4	40%	1	10%
MOS	1	100%	1	100%
NMHS	10	15.8%	4	6.3%
SMHS	19	33%	6	10.3%
MOA	5	9.4%	2	3.7%
KUA	2	1.1%	0	0.0%
Madrone Trail	0	0.0%	0	0.0%
Valley School	0	0.0%	0	0.0%
Logos	1	20.0%	0	0.0%
Total	60	5.6%	22	2%

Medford School District

SECTION 2

School District Information on Program Goals

This section of the Local Plan contains the goals our district has selected for our ELs and explains our district's selected Educational Approach.

20. Medford School District's Approach to Serving ELs

In order to meet our dual obligation, we employ a combination of dedicated ELD instruction to develop English language proficiency and Sheltered English Instruction (SEI) to provide meaningful access to core content, using the Program Models in the chart below. Jackson Elementary school is implementing a Dual Language Program to better serve our Spanish speaking population. It is currently in its second year and serving kinder and first grade students. An additional grade level will be added each year until sixth grade.

State Code	Instructional Model	Grade Level
21	ELD Push-in	MAPS and STEP+ Programs
22	ELD Pull-out	Elementary
12	Two-Way Immersion (Dual-Language Program)	K-2 nd at Jackson Elementary, gradually moving to a K-6 model
23	ELD Class Period	Secondary
30	Sheltered Instruction	All Grade Levels
60	Monitor – Year 1	All Grade Levels
61	Monitor – Year 2	All Grade Levels
62	Monitor – Year 2	All Grade Levels
63	Monitor – Year 2	All Grade Levels
70	Former EL	All Grade Levels

Educational Approaches for Educating ELLs by school:

School Name	School Type	English Language Acquisition Program Model	Core Content Access Program Model	Spanish Language Support Available
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North Medford High School	Comprehensive Public High School	Dedicated (ELD)	Sheltered English Instruction (SEI)	Yes
Medford Opportunity School	Alternative Public Middle and High School (JDH)	Dedicated (ELD)	Sheltered English Instruction (SEI)	No
Central Medford High School	Comprehensive Public High School	Dedicated (ELD)	Sheltered English Instruction (SEI)	Yes
South Medford High School	Comprehensive Public High School	Dedicated (ELD)	Sheltered English Instruction (SEI)	Yes
Hedrick Middle School	Comprehensive Public School: Grades 6-8	Dedicated (ELD)	Sheltered English Instruction (SEI)	Yes
McLoughlin Middle School	Comprehensive Public School: Grades 6-8	Dedicated (ELD)	Sheltered English Instruction (SEI)	Yes
Abraham Lincoln Elementary	Public School: Grades K-6	Dedicated (ELD)	Sheltered English Instruction (SEI)	No
Griffin Creek Elementary	Public School: Grades K-6	Dedicated (ELD)	Sheltered English Instruction (SEI)	Yes
Hoover Elementary	Public School: Grades K-6	Dedicated (ELD)	Sheltered English Instruction (SEI)	No
Howard Elementary	Public School: Grades K-6	Dedicated (ELD)	Sheltered English Instruction (SEI)	Yes
Jackson Elementary	Public School: Grades K-6	Dedicated (ELD)	Sheltered English Instruction (SEI) Dual-Language Program (DLP)	Yes
Jacksonville Elementary	Public School: Grades K-6	Dedicated (ELD)	Sheltered English Instruction (SEI)	No
Jefferson Elementary	Public School: Grades K-6	Dedicated (ELD)	Sheltered English Instruction (SEI)	Yes
Kennedy Elementary	Public School: Grades K-6	Dedicated (ELD)	Sheltered English Instruction (SEI)	Yes

Lone Pine Elementary	Public School: Grades K-6	Dedicated (ELD)	Sheltered English Instruction (SEI)	No
Oak Grove Elementary	Public School: Grades K-6	Dedicated (ELD)	Sheltered English Instruction (SEI)	Yes
Roosevelt Elementary	Public School: Grades K-6	Dedicated (ELD)	Sheltered English Instruction (SEI)	Yes
Ruch School	Public School: Grades K-8	Dedicated (ELD)	Sheltered English Instruction (SEI)	No
Washington Elementary	Public School: Grades K-6	Dedicated (ELD)	Sheltered English Instruction (SEI)	Yes
Wilson Elementary	Public School: Grades K-6	Dedicated (ELD)	Sheltered English Instruction (SEI)	Yes
LOGOS Public Charter School	Public Charter School: Grades K-12	Dedicated (ELD)	Sheltered English Instruction (SEI)	No
Madrone Trail Public Charter School	Public Charter School: Grades K-8	n/a (No ELs)	n/a (No ELs)	n/a (No ELs)
Kids Unlimited Public Charter School	Public Charter School: Grades K-8	Dedicated (ELD)	Sheltered English Instruction (SEI)	Yes
The Valley School of Southern Oregon	Public Charter School: Grades 6-8	n/a (No ELs)	n/a (No ELs)	n/a (No ELs)
Sacred Heart Catholic School	Private School: Grades K- 8	Dedicated (ELD)	* The Title IIA Plan calls for PD in SELD, SIOP and CM. Working toward a Sheltered English Instruction (SEI) program model.	Yes

Medford Online Academy	Public School Grades K-5 Comprehensive Public School Grades 6-12	Dedicated (ELD)	Sheltered English Instruction (SEI)	No
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Descriptions:

Dedicated ELD (English Language Development): A program of techniques, methodology, and special curriculum designed to teach EL students English language skills, including listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ELD instruction is in English with little or no use of native language.

Sheltered English Instruction (SEI): An instructional approach used to make academic instruction in English understandable to ELs. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.

Spanish Language Support: When appropriate to increase meaningful access to core content curriculum, bilingual, Spanish-speaking staff, both classified and licensed, work with students in either a pull-out or push-in model to provide Spanish support.

Dual Language Program (DLP): Also known as Two-Way Immersion or Dual Language Immersion, the goal of this program is for students to develop language proficiency in two languages by receiving instruction in English and another language (in this case Spanish) in the classroom. The classroom is comprised of half native English speakers and half native Spanish speakers.

21. Supporting Research

The instructional approach for English language development is that of EL Achieve’s “Systematic English Language Development – A Focused Approach.” This approach incorporates all of the tenets supported by current research in effective ELD instruction (Saunders, W. & Goldenberg, 2008). Examples of these tenets include:

- Interactive activities that are carefully planned and carried out (Structured Oral Language Practice).
- A separate, daily block of time devoted to ELD instruction.
- Incorporates reading and writing, but emphasizes listening and speaking.
- Explicitly teaches elements of English (i.e. vocabulary, syntax, grammar, conventions).

- Integrates meaning and communication to support explicit teaching of language.
- Provides corrective feedback on form.
- Emphasizes academic language as well as conversational language.

Continues through the Advanced stage (Level 5) to ensure acquisition of academic English.

- Every effort is made to group students by English proficiency level for targeted, appropriate instruction.

Recommendations found in the Practice Guide *Effective Literacy and English Language Instruction for English Language Learners in the Elementary Grades* (2007) have been considered when designing and implementing the RTI model with ELLs, including the use of universal screeners, diagnostic assessments and access to targeted intervention instruction to fill in gaps, particularly regarding phonics, decoding and fluency.

Recommendations found in the Practice Guide *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* (2014) have been considered when implementing Sheltered English Instruction (SEI) to make content area instruction accessible and meaningful to ELs. Models such as Sheltered Instruction Observation Protocol (SIOP), Constructing Meaning (CM) and GLAD (Guided Language Acquisition Design (GLAD) include these recommendations.

Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for Instruction and Academic Interventions states that “ELLs need significant opportunities to engage in structured, academic talk,” (2006). Schools in the district have implemented Math Studio, an approach to improving math instruction that incorporates such structured talk. Other district-provided trainings, such as SIOP, CM and GLAD, also recommend and teach strategies for providing structured oral language practice within the content areas.

Resources used to inform Program Design and Instruction in the Dual Language Program are:

- *Woodburn School District Dual Language Manual: Two-way Bilingual Immersion Program* (2018)
- *Guiding Principles for Dual Language Education, Third Edition* (2018)
- *English Reading Growth in Spanish-Speaking Bilingual Students: Moderating Effect of English Proficiency on Cross-Linguistic Influence, Child Development* 2019

22. and 23. MSD’s Goals for English Language Proficiency and Core Content Knowledge

The Medford School District addresses both English language proficiency and academic achievement. The goal of the Medford School District 549C ELL Department is to provide a clearly defined program of instruction for English Learners designed to:

- Develop English Language Proficiency in reading, writing, listening and speaking, including the acquisition of academic English which can be used in a variety of registers and content areas.
- Provide equal, meaningful and relevant access to the core curriculum to achieve academic success.
- Continue scholastic progress through meaningful participation in a school environment that embraces and appreciates cultural and linguistic diversity.

ELL Sub Group	English Language Proficiency Goals
Elementary ELLs (Including SIFE and Recent Arrivers)	Throughout the school year, measured after every unit of study, 100% of ELLs who participate in their ELD groups at least 80% of the time will score at the Meets level or higher on the ELP Standards taught and assessed in the ELD group, based on the Proficiency Level Descriptors for each proficiency level.
Secondary ELLs (Including SIFE and Recent Arrivers)	Throughout the school year, measured quarterly, 100% of ELLs who attend ELD class at least 80% of the time will score at the Meets level or higher on the ELP Standards taught and assessed in the ELD course, based on the Proficiency Level Descriptors for each proficiency level.
Elementary ELSWD	Throughout the school year, measured after every unit of study, 100% of ELLs who participate in their ELD groups at least 80% of the time, provided with the accommodations specified in the IEP, will score at the Meets level or higher on the ELP Standards taught and assessed in the ELD group, based on the Proficiency Level Descriptors for each proficiency level.
Secondary ELSWD	Throughout the school year, measured quarterly, 100% of ELLs who attend ELD class at least 80% of the time, provided with the accommodations specified in the IEP, will score at the Meets level or higher on the ELP Standards taught and assessed in the ELD course, based on the Proficiency Level Descriptors for each proficiency level.

ELL Sub Group	Core Content Knowledge Goals
Elementary ELLs	Students are given fall, winter and spring benchmarks in both reading and math using i-Ready. Students that attend online/in person classes 80% of all school day learning opportunities (synchronous instruction, asynchronous instruction and in-person learning as dictated by each school’s schedule) will show “typical growth,” for their grade level in both Reading and Math which can be found in the i-Ready handbook, “Using i-Ready Diagnostic as a Student Growth Measure.” See Appendix documents for a chart of student growth goals by grade level and initial placement.
Secondary LTELs without Disabilities	At the end of 2 nd quarter, 70% of secondary LTELs without a disability and with an attendance rate of 80% or higher will score at the Meets level on the standards taught and assessed in core content classes (ELA, Math, Social Science, Science) for at least 3 core content classes.
SIFE	By the end of the school year, SIFE will demonstrate academic skills growth of at least 1.5 grade-level equivalent in Reading and Math as measured by iReady (elementary and secondary Reading and Math), Imagine Math progress monitoring assessment (elementary Math).
Elementary ELSWD	<p>Based on the Spring iReady Reading percentile rank, ELSWDs below the 50th percentile will gain at least 4 percentile rank points from their previous Spring results. Students at or above the 50th percentile rank will maintain or improve their ranking.</p> <p>Based on the Spring iReady Math percentile rank, ELSWDs below the 50th percentile will gain at least 3 percentile rank points from their previous Spring results. Students at or above the 50th percentile rank will maintain or improve their ranking.</p>
Secondary ELSWD	At the end of 2 nd quarter, 70% of secondary ELSWDs, given the accommodations indicated in the IEP and with an attendance rate of 80% or higher will score at the Meets level on the standards taught and assessed in core content classes (ELA, Math, Social Science, Science) for at least 3 core content classes.
Elementary Recent Arrivers	Based on the Spring iReady Math percentile rank, Recent Arrivers below the 50 th percentile will gain at least 6 percentile rank points from their previous Spring results. Students at or above the 50 th percentile rank will maintain or improve their ranking.
Secondary Recent Arrivers	At the end of 2 nd quarter, 80% of secondary Recent Arrivers without Interrupted Formal Education with an attendance rate of 80% or higher will

	score at the Meets level on the standards taught and assessed in core content classes (ELA, Math, Social Science, Science) for at least 3 core content classes.
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24. Measures Used to Determine our ELL Program Effectiveness toward Meeting our Goals for English Language Proficiency

Progress in English language development will be measured using common end-of-unit assessments aligned to the ELP standards, scored with rubrics based on the Proficiency Level Descriptors for the ELP standards. Additionally, annual ELPA scores will be used to measure the effectiveness of the program.

25. Measures Used to Determine our ELL Program Effectiveness toward Meeting our Goals for Core Content Knowledge

To monitor progress in reading and math skills, the following assessments will be used:

	Reading	Math
Elementary	iReady – Reading	iReady – Math Imagine Math* *for recent arrivers only.
Secondary	iReady – Reading	iReady – Math

26. Timeline for Monitoring ELL Plan Goals

The frequency of progress monitoring using end-of-unit assessments will vary slightly by curriculum program, but will take place no less frequently than three times per school year. iReady Reading/Math and Imagine Math will also be administered three times per school year. Results from these assessments will be used to monitor progress toward goals.

27. Meeting the Specific Needs of ELLs as compared to Non-ELLs.

With the exception of SIFE, core content goals for ELLs are within the same range as those for non-ELLs. Additional support and SEI strategies are used to allow ELLs to reach to the same levels of core content knowledge and skills as non-ELLs. For SIFE, the goals are not related to those of non-ELLs but are rather based on the students' current levels of knowledge and skills and are designed to accelerate learning so that the student can move toward grade-level achievement over time.

28. ELL Program Goals within the District's Overall Goals

The ultimate goal of a K-12 school district is for all students to graduate with a diploma and the skills needed to be successful in any post-secondary pursuit. Achievement of these ELL program goals will allow ELLs to meet graduation requirements, including Essential Skills requirements, and be prepared to enter and be successful in a post-secondary institution. For SIFE, the goal of accelerating Reading and Math skills, as well as encouraging students to take advantage of the free educational services provided in the K-12 setting for as long as possible/needed, will allow students to be as prepared as they can possibly be for future success as adults.

Medford School District

SECTION 3

Identification of Potential English Learners

This section of the Local Plan addresses and describes our district’s procedures for identifying students who may be ELs without over- nor under-identifying students who have linguistic needs.

29. and 30. Process and Timeline to Identify PHLOTE Students

PHLOTE Identification Steps	Person Responsible	Timeline for Each Step
1. Ensure that each registrant fills out a Language Use Survey (LUS) for each new student. (Available in English and Spanish.) Staff will use the Bridge Language Use Survey, until the new Language Use Survey is finalized by the ODE.	Office staff receiving new students	Immediately, upon registration
2. Assist registrant in filling out LUS in English or Spanish.	Office staff and/or ELL personnel trained in registration procedures	Immediately, upon registration
3. There are three “trigger” questions on the Language Use Survey, which will be answered by the person registering the student.	Office staff and/or ELL personnel trained in registration procedures	Immediately, upon registration
4. For in-person registration, the LUS form is printed in a duplicate form. Keep top copy of the LUS in the student’s cumulative file. When registration is digital, multiple copies are printed and one is kept in the student’s cumulative file.	Office staff trained in handling of student records	Within one day of receiving LUS
4. Forward second copy of all LUS to the ELD teacher in the building.	Office staff trained in handling of student records	Within one day of receiving LUS
5. Apply state-approved decision rules to LUS to determine if student is a potential EL.	ELL Teacher trained in LUS decision rules	Within 3 days of receiving LUS
6. Enter Home Language and Home Communication into the student database.	Office staff trained in data base entry	Within five days

Teacher referral: If, in the teacher's professional judgment, there is reason to believe that a student's language background has been misidentified, the teacher has the responsibility to refer that student to the attention of the ELL Teacher in the building. The ELL Teacher can then investigate whether the student was improperly identified as PHLOTE or as English only. The procedure listed above is followed by the ELL Teacher to determine PHLOTE status.

Parent referral: If a parent suggests that his/her student is not properly identified, it is the responsibility of the ELL Teacher in the building to investigate. In the event that the original LUS is deemed to be inaccurate, the parent is given the opportunity to complete a revised, accurate form, which will replace the original form.

Records review: If, in the case of a transfer student, the incoming records indicate previous identification by another district, the student needs to be considered as a potential PHLOTE student. It will be the responsibility of the ELL Teacher in the building to follow up with the student's parent(s) to determine whether or not the student should be identified as PHLOTE. Again, the parent is given the opportunity to complete a revised, accurate form, which will replace the original form.

EL History Report from ODE: The ELL TOSAs check the EL History report from ODE twice a month for students who have transferred to the district within the previous two weeks. If a student's LUS did not trigger a screening, but he/she was identified as an EL in their previous district based on the EL History Report, the ELL TOSAs will notify the school's ELD teacher to consider the student as a potential PHLOTE. It will be the responsibility of the ELL Teacher in the building to follow up with the student's parent(s) to determine whether or not the student should be identified as PHLOTE. The teacher will review the LUS form and History Report with the parent to determine if the current LUS is accurate or if it needs to be revised. If it is revised, the new version will replace the previous LUS.

31. Identifying Native American Students as Potential ELs

The state-approved decision rules will be applied to the LUS for Native American students to determine if the student is a potential EL. These students include those reported as American Indian / Alaskan Native or eligible for federal Indian Education Program services.

32. Identifying Students with a Disability as Potential ELs

Student Group	Special Identification Procedures
Students who enroll with an existing IEP	Accommodations indicated in the student’s IEP will be applied to the administration of the English language assessment used to identify the student for EL services.
Recent Arrivers for whom a possible disability is suspected.	ELL Specialists and SPED Specialists will collaborate with parents, using an interpreter if appropriate, to determine whether or not administration of the English language proficiency assessment would yield valid results to determine EL program eligibility. If the student does not exhibit language skills sufficient to participate in the assessment, but meets the PHLOTE criteria, he/she will be identified as a Potential EL. The SPED pre-referral process would begin.
SIFE	During the process of enrolling the student in the school, the registrar will seek out prior educational records. Both the Registrar and ELL Specialist will look for evidence that the student may have experienced interrupted formal education. If the student is found to have experienced an interrupted formal education, additional academic skills assessments will be administered to determine the student’s instructional needs. An educational program will be designed to meet the needs of the student, and the SIFE flag will be set to “Y” in the student information system. As the student receives appropriate instruction, if the student’s response to this instruction indicates that the student may experience a disability, then the SPED pre-referral process will be initiated.

Transition Meetings

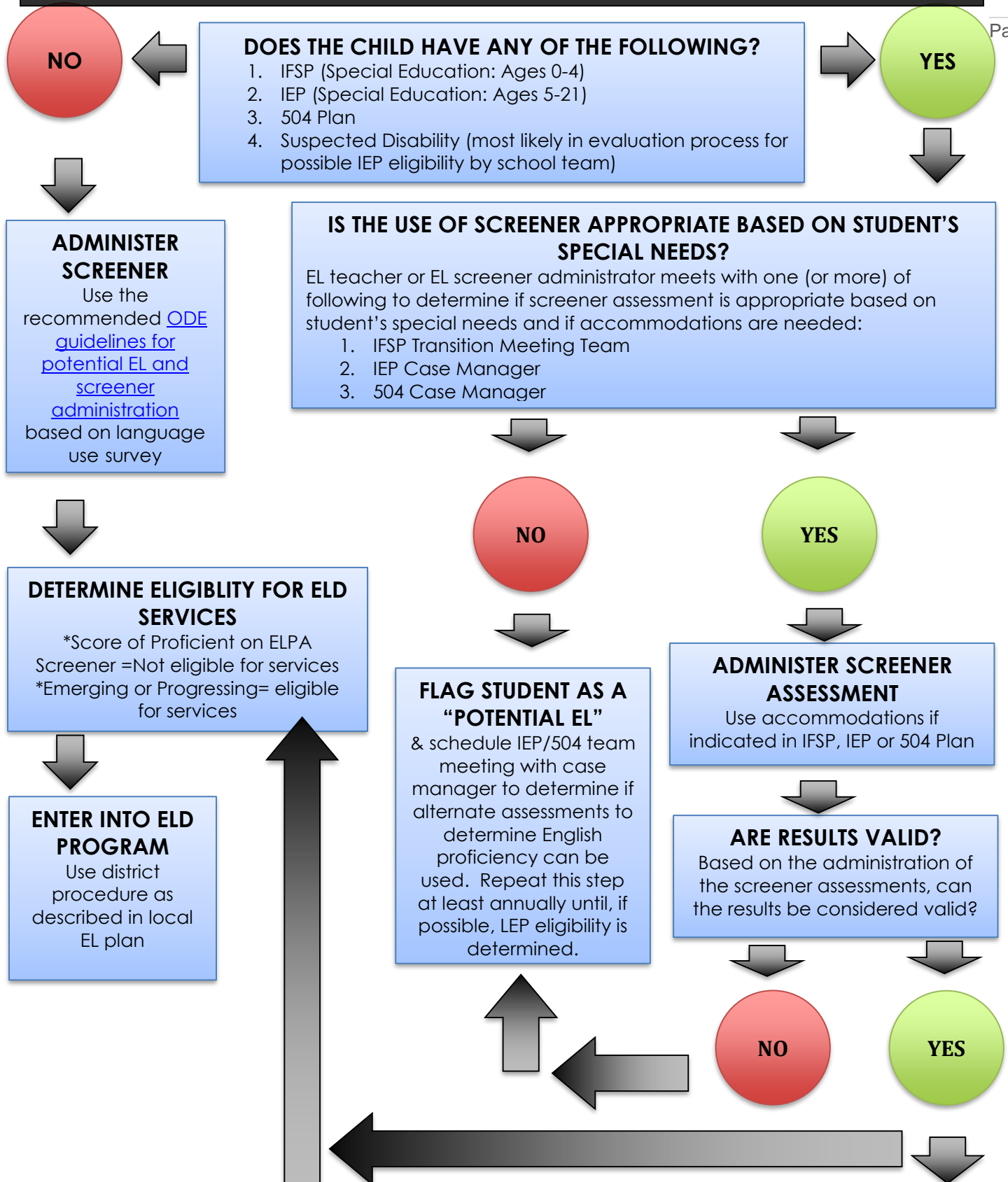
Procedures are also in place to streamline and coordinate SPED and EL services for incoming kindergartners who have a PHLOTE and are transitioning from a Family Service Plan to an Individualized Education Plan. This procedure involves the following steps:

	Steps	Person responsible	Timeline
Information Gathering	1. MSD Special Ed. Coordinator will give the Elementary ELL TOSA a list of incoming kinders on an IESP who have records indicating a language other than English. (Student ID, name, DOB, gender, CD case Manager, local school, and whether an interpreter is needed, and any information helpful during the screening)	Kendall Roberts	First week in February
	2. The Elem. ELL TOSA will attend IEP/Transition meeting.	Angelina Scarminach	IEP/Transition meeting
	3. The team will determine whether a student MAY be considered an EL when they register for school. The team will check yes or no on the Special Factors question regarding English Language proficiency on the IEP based on parent and teacher input. The IEP will indicate that the student may (or may not) have limited English Proficiency and that this will be determined by a Language Use Survey at registration and a possible screening.	Case Manager of Neighborhood school	IEP/ Transition meeting
	4. The Elem. ELL TOSA will bring the Designated Supports and Accommodations page to the meeting. The team will document necessary accommodations on the ELPA screener.	Angelina Scarminach	IEP/ Transition meeting
	5. The Elem. ELL TOSA will share a list of students and the Designated Supports and Accommodations page with the elementary ELD teacher at the child's neighborhood school.	Angelina Scarminach	Prior to Kinder Round up/ Registration
Language use Survey	1. When the child registers at their neighborhood school, the ELD teacher will receive the Language Use Survey and use the ODE decision rules to make decisions regarding screening.	Building ELD staff	Kinder Round up/ Registration
ELPA Screener	1. ELD teachers at the neighborhood school will screen students using the ELPA screener at their Kinder Registrations, or fall of the next school year if they were not able to screen students in the spring. They will provide accommodations on the Designated Supports and Accommodations page.	Building ELD staff	Kinder Registration/ Fall Registration

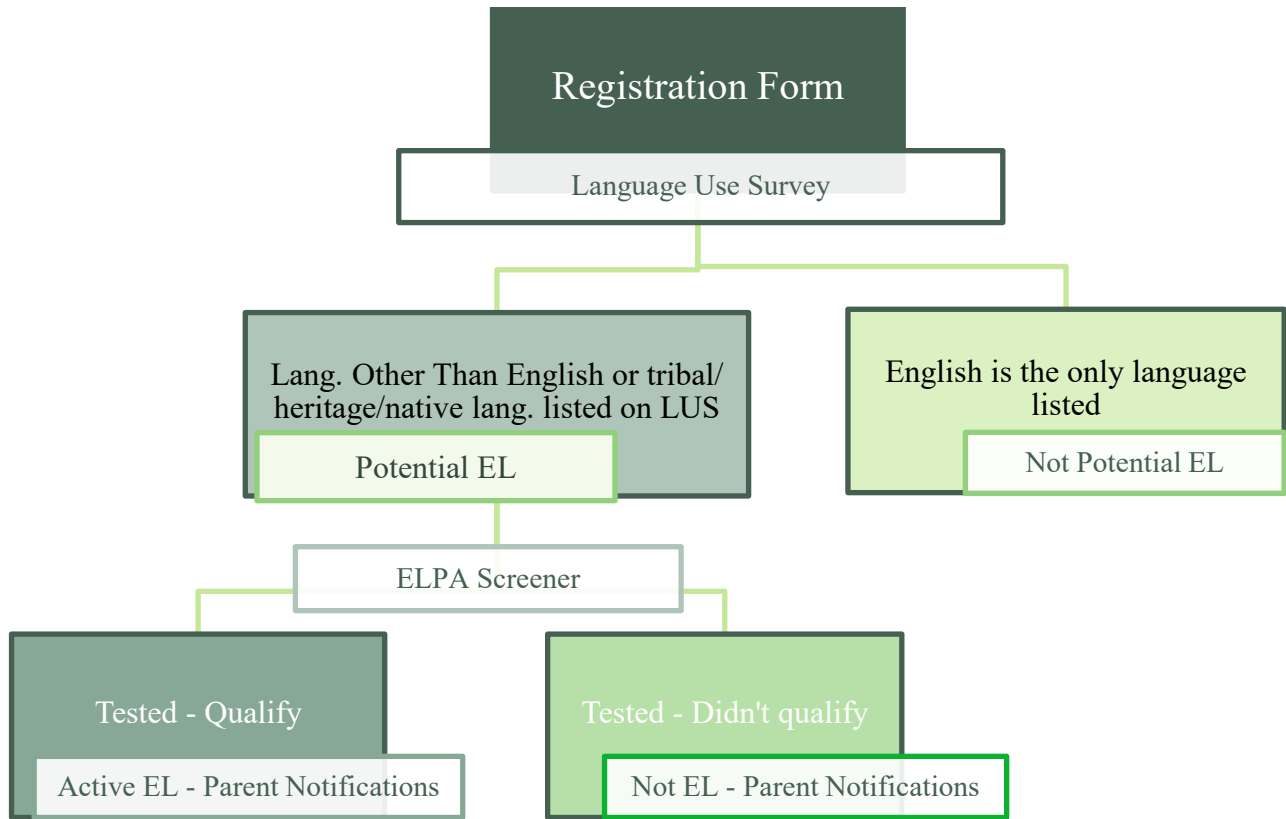
Reporting ELPA Results

1. The ELPA test administrator will send a copy of the ELPA Screener report to Special Education case manager at the neighborhood school and give the ELD secretary of copy of the report along with the ELL Referral Form.	Building ELD staff	After the ELPA Screener results are available on the Oaksportal.
2. The ELL secretary will create a purple folder for each student with the ELPA score report, and a copy of the completed ELL Referral Form.	Janet Coupe	When paperwork has been received.
3. The EL purple folder will be sent to the school to be placed in the Cumulative file.	Janet Coupe	After the student's information is entered into Synergy.

LEP ELIGIBILITY DETERMINATION PROCESS FOR SPECIAL NEEDS STUDENTS



33. EL Program Screening Tools



The ELPA Screener is the English language assessment used to determine placement in the EL program.

ELPA Screener	K	1	2	3	4	5	6	7	8	9	10	11	12
Language Proficiency Levels	Proficiency determination scores are: Emerging, Progressing, Proficient Reading, Writing, Speaking, Listening scores are numerical 1-5, with 4 and 5 showing proficient skills. The Pre-Kinder Screener is given to incoming students from March the year before they enter kindergarten, through December of kindergarten. Reading, Writing, Speaking, Listening scores are numerical 1-5, with 3, 4 and 5 showing proficient skills.												

34. Staff Training Procedures for Administering the Screening Tools and Scoring the Assessment Results

All staff administering the ELPA Screener must first complete a district-provided and state-required training in the fall, prior to screening incoming students. In addition to building-based ELL staff, some district-level staff members will also be trained in order to meet screening needs in the case of staff turnover, staff emergencies or large numbers of students to be screened.

35. Procedures for Collecting and Sharing Assessment Results

The results of the screening will be written on the ELL Referral Form, which will be submitted to the District Office staff for data entry into the student information system (Synergy). All teachers who work with the student will have access to the scores using Synergy. If the student is eligible for ELL services, the ELL Teacher will use the results to inform program placement and instructional needs and will communicate those needs to the content area teachers, deans, counselors and other relevant staff members.

If the student does not qualify for ELL Services, the teacher will complete an ELL Referral Form stating that the student did not qualify and will send it to district office to be entered into Synergy. The ELL teacher will notify the student's classroom teacher (elementary) or school counselor (secondary) of the student's ELL screener results. Parents will be notified by mail and a copy of the parent notification will be filed in the student's permanent ELL file.

36. EL Screening Tool Data Management

The results of the screening will be written on the ELL Referral Form, which will be submitted to the District Office staff for data entry into the student information system. All teachers who work with the student will have access to the scores using Synergy.

A carbon copy of the ELL Referral Form will be kept in the ELL teacher's working files. A copy of all referral forms (for students that did and didn't qualify) will be kept at the district office.

37. Parent Notification Procedures

EL Identification Steps	Person Responsible	Timeline for Each Step
1. A completed ELL Referral Form is submitted to the district's ELL Secretary.	ELL Teacher	<p><u>At beginning of school year:</u> within 25 calendar days of the start of the school year.</p> <p><u>During the school year:</u> within 10 days of the student's enrollment date.</p>
2. Staff use Synergy (the district's student information system) to generate either a Program Eligibility Parent Notification Letter or an Initially Fluent Parent Notification Letter.	District ELL Secretary	<p><u>At beginning of school year:</u> within 30 calendar days of the start of the school year.</p> <p><u>During the school year:</u> within 14 days of the student's enrollment date.</p>
3. One copy of the parent notification letter is mailed to the parents' home address. One copy is sent to the designated person at the student's school to be filed in the student's permanent file.	District ELL Secretary	<p><u>At beginning of school year:</u> within 30 calendar days of the start of the school year.</p> <p><u>During the school year:</u> within 14 days of the student's enrollment date.</p>

38. Notifying Parents in their Preferred Language

Spanish translations of all forms are currently available. Additional language translations will be ordered, via the Federal Programs Supervisor as needed, based on the Home Communication preference indicated on the Language Use Survey.

In cases where the language of preference is not a written language, Language Line will be used to provide a live interpreter to share with the parents the information contained in the parent notification letters.

39. EL Student File

For all students screened for the ELL Program, a copy of the following documents will be placed in the designated purple ELL File in the student's permanent file:

- The original LUS

- The identification screener results (i.e. score report)
- The parent notification letter
- The ELL Referral Form

For students found eligible for ELL services, a duplicate copy will be placed in the ELL Teacher's ELL Working File, which is kept in a secure location in the ELL Teacher's classroom. These duplicate copies will be shredded when the student exits the ELL program.

In addition, the following documents may be added to the student's permanent file as needed:

- Annual placement letter
- Waiver of Services Letter
- Annual ELPA Assessment Results
- Exit Form and Letter
- Completion of Monitoring Letter
- Re-entry into the ELL Program during Monitoring Letter

Medford School District

SECTION 4

Program of Service for English Learners

This section of the Local Plan contains the educational models and programs of services selected by the district.

40. Medford School District's Program of Services for ELLs

In order to meet our dual obligation, we employ a combination of dedicated ELD instruction to develop English language proficiency and Sheltered English Instruction (SEI) to provide meaningful access to core content, using the Program Models in the chart below. Jackson Elementary school is implementing a Dual Language Program to better serve our Spanish speaking population. In the fall of 2021, it will be in its third year and serving kinder through second grade students. An additional grade level will be added each year until sixth grade.

State Code	Instructional Model	Grade Level
21	ELD Push-in	MAPS and STEP+ Programs
22	ELD Pull-out	Elementary
12	Two-Way Immersion (Dual-Language Program)	K-1 st at Jackson Elementary, gradually moving to a K-6 model
23	ELD Class Period	Secondary
30	Sheltered Instruction	All Grade Levels
60	Monitor – Year 1	All Grade Levels
61	Monitor – Year 2	All Grade Levels
62	Monitor – Year 2	All Grade Levels
63	Monitor – Year 2	All Grade Levels
70	Former EL	All Grade Levels

Descriptions:

Dedicated ELD (English Language Development): A program of techniques, methodology, and special curriculum designed to teach EL students English language skills, including listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ELD instruction is in English with little or no use of native language.

Sheltered English Instruction (SEI): An instructional approach used to make academic instruction in English understandable to ELs. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.

Spanish Language Support: When appropriate to increase meaningful access to core content curriculum, bilingual, Spanish-speaking staff, both classified and licensed, work with students in either a pull-out or push-in model to provide Spanish support.

Dual Language Program (DLP): Also known as Two-Way Immersion or Dual Language Immersion, the goal of this program is for students to develop language proficiency in two languages by receiving instruction in English and another language (in this case Spanish) in the classroom. The classroom is comprised of half native English speakers and half native Spanish speakers.

Given that students that experience disabilities will have a more individualized program for the delivery of ELL services, the following table describes the program models generally provided for the following student groups:

Student Group	English Language Instruction	Meaningful Access to Core Content
Elementary	Dedicated Pull-out ELD by an ESOL-endorsed teacher	SEI in a mainstream classroom from a teacher trained in SIOP, Constructing Meaning, GLAD or other SEI model. Participation in a Dual Language Program is offered to Spanish speaking students at Jackson Elementary School.
Secondary	Dedicated Class-period ELD by an ESOL-endorsed teacher	SEI in a mainstream classroom from a teacher trained in SIOP, Constructing Meaning, GLAD or other SEI model. If needed, enrollment in an ELL Support class to provide additional content area support. If needed, enrollment in a literacy intervention class specifically designed for ELs. Both the ELL Support and literacy intervention courses are taught by ESOL-endorsed teachers.
Newcomers	Either Dedicated Pull-out or Class-period (for elementary or secondary, respectively) ELD by an ESOL-endorsed teacher.	Bilingual staff, materials and technology are used to provide native language support. At the secondary level, an ELL Support class provides additional content area support. A long-range plan for facilitating academic success, leading

		toward graduation, is implemented. (See appendices 10A and 10B.)
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Critical Questions to Determine the Program of Services for ELs with Diverse Needs:

Decision to Be Made	If “yes”, then...	If “no”, then...
Will a group setting be an effective dedicated ELD learning environment for the student?	Assign the student to the ELL Teacher’s appropriate dedicated ELD instructional group: <u>Elementary</u> : A pull-out group scheduled so as not to interfere with access to core instruction or SPED services. Assign according to English language proficiency when such grouping is available. <u>Secondary</u> : A class period assigned according to the student’s English language proficiency level.	Collaborate with content area and/or SPED teachers to determine an appropriate schedule for having the ELL Teacher deliver pull-out or push-in ELD instruction in a one-on-one setting.
Would the student benefit from native language support to facilitate communication and provide meaningful access to content instruction?	Determine the level of bilingual support needed and identify all resources available, including bilingual staff, printed materials or technology.	Determine other types of supports and resources, such as scaffolded instructional materials, audiobooks, teacher-provided notes, etc., which might provide more meaningful access to content instruction.
For high school recent arrivers at the Beginning or Early Intermediate level of English language proficiency, does the student have transcripts from a previous school, either in the US or in another country?	The counselor evaluates the transcript to determine which credits can be applied toward graduation requirements and uses the information to make class placement decisions.	A team including the counselor, ELL teacher, parent and student make collaborative decisions about which graduation cohort to join and which classes to take, based on a long-range graduation plan appropriate to the student’s individual circumstances.
Will the student need specialized support that will require intentional	The student’s schedule and class placement is designed to provide full access to any needed services, such as Title 1-A	Schedule the student as appropriate for the grade level, including the same opportunities

scheduling and/or class placement?	services, literacy or math interventions, newcomer support, specially trained and/or bilingual/bicultural teachers, etc.	for access to intervention and enrichment courses.
Has the student experienced an interrupted formal education?	Assess the student’s academic skills and determine the most effective manner to address any gaps, using all available resources of staff, materials and technology.	Use transcripts from previous schools to guide initial class placement decisions, providing full access to grade level core content as well as enrichment courses and any needed intervention courses.
Does the student have an identified disability?	Coordinate the delivery of ELL and SPED services so that the student receives all necessary services with little or no impact on access to core and enrichment instruction. ELL and SPED staff collaborate so that both SEI and accommodations to support the student’s disability are used in all settings.	Schedule the student as appropriate for the grade level, including the same opportunities for access to intervention and enrichment courses. Utilize existing RTI structures to monitor the student’s progress.

41. English Language Development Instructional Approach and Services

The instructional approach for English language development is that of EL Achieve’s “Systematic English Language Development – A Focused Approach.”

Student Group	English Language Instruction
Elementary	Dedicated Pull-out ELD by an ESOL-endorsed teacher during Language or Differentiated Instruction time-block.
Secondary	Dedicated Class-period ELD by an ESOL-endorsed teacher
When in the best interest of the student(s) (Determined on a case-by-case basis.)	Push-in ELD by an ESOL-endorsed teacher.

42. Access to Core Content and Special Programs

Protocols for ensuring that all ELLs have meaningful access to core content, intervention and enrichment/special programs in a manner equal to that of non-ELs:

EL Sub Group	Goal
Elementary ELs	Pull-out ELD schedules are created to not interfere with access to other general education content and programs. An annual audit of elementary ELD schedules is performed by the Elementary ELL TOSA each September.
Secondary ELs	Creation of schedules are audited by ELL Content Support Specialists to ensure access to appropriate core content, prioritized interventions and at least one elective per year. ELs are included in the district-wide Pathways program, which connects high-school students to CTE and other specialized programs. ELs are included in the World Languages program’s advanced level courses and college credit-by-proficiency programs. A long-term planning approach is taken to ensure that graduation requirements will be met and that ELs have the opportunity to earn as much college credit as possible and to meet all college entrance requirements prior to graduation. The ELL Success Specialists at the high schools facilitate this process, in collaboration with guidance counselors.
SIFE	Creation of class schedules is handled on a case-by-case basis to balance the student’s academic, linguistic and social-emotional needs. Recent Arriver secondary SIFE’s core content will be determined using the “Guidelines for Creating Student Schedules” document for Newcomers (Appendix).
Elementary ELSWD	ELD schedules are coordinated with SPED service schedules per the student’s IEP, with every effort made to not interfere with core content and special program access. The student’s interests are taken into account if a special program must be substituted with either ELD instruction or SPED services.
Secondary ELSWD	The Coordinated Service Plan document (Appendix), or similar process, is used to collaboratively create a schedule that includes all required services, core content, at least one elective and any prioritized interventions. A long-term planning approach is taken to ensure that graduation requirements will be met and that the student receives a well-rounded education.
Elementary Recent Arrivers	Bilingual classified staff use both push-in and pull-out models to provide additional support for Newcomers to access core content and special programs. Recent arrivers from Spanish speaking families that attend Jackson Elementary School are offered an opportunity to join the Dual-Language Program, because they will be able to receive core content instruction in their first language.

Secondary Recent Arrivers	Recent Arrivers' core content will be determined using the "Guidelines for Creating Student Schedules" document for Newcomers (Appendix). Bilingual classified staff use both push-in and pull-out models to provide additional support for Newcomers to access core content and special programs.
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43. Professional Development for Core Content Teachers

EL-focused professional development available through the Southern Oregon Educational Service District include: SIOP (4 days), Constructing Meaning (5 days) and GLAD (6 days). Other professional development opportunities which support the academic success of ELs include Math Studio and district-provided curriculum on quality assessment practices. The district will measure the effectiveness of these professional development offerings through the following measures: pre/post assessments of knowledge, annual SEI focus-walks using a district-developed observation tool, student outcome data, including grades, graduation rate, state testing scores and local assessments, such as iReady Reading/Math benchmarks and progress-monitoring data.

44. Criteria for Amount and Type of ELD Services

Student Group	English Language Instruction	Amount of ELD Instruction
Elementary	Dedicated Pull-out ELD by an ESOL-endorsed teacher during Language or Differentiated Instruction time-block.	minimum of 120 minutes per week (based on 30 minutes per day, 4 days per week)
Secondary	Dedicated Class-period ELD by an ESOL-endorsed teacher	minimum of 1 class period (Class period length varies from year-to-year and from middle to high school.)
When in the best interest of the student(s) (Determined on a case-by-case basis.)	Push-in ELD by an ESOL-endorsed teacher.	Determined on a case-by-case basis. Factors include: whether instruction is one-on-one or small group and any overlapping individualized language instruction provided in a SPED setting (i.e. students in self-contained SPED classrooms). For students receiving one-on-one ELD instruction in addition to individualized language instruction in the SPED setting, ELD instruction from the ELL Specialist may vary from 20 – 80 minutes per week, as indicated as an accommodation on the student's IEP.

O TELP and curriculum-based progress monitoring assessments will be used to measure the effectiveness of these services. Recent Arrivers may receive additional ELD instruction as a “double-dose” when possible and appropriate for the student’s needs.

45. ELD and Core Content Programs for Different EL Groups

All educational decisions regarding both SPED and ELL services for ELSWDs are made within the context of the IEP meeting, which is attended by all required staff, the ELL Specialist and the parents. When appropriate, the student also attends. At these meetings, a plan for timely graduation is discussed and determined in accordance with SPED requirements.

Student Group	English Language Instruction	Meaningful Access to Core Content
ELSWD – with significant cognitive disabilities	Student will receive one-on-one ELD instruction from an ESOL-endorsed teacher per the student’s IEP.	The ELL Specialist will consult with the SPED Specialist to identify appropriate SEI strategies to support core content learning.
ELSWD – emotional disturbance	During the IEP Meeting, the team will determine the most appropriate program model and accommodations to deliver ELD instruction, based on the student’s individual needs.	The ELL Specialist will consult with the SPED Specialist to identify appropriate SEI strategies to support core content learning.
ELSWD – Hearing Impairment	During the IEP Meeting, the team will determine the most appropriate program model and accommodations to deliver ELD instruction, based on the student’s individual needs.	The ELL Specialist will consult with the SPED Specialist to identify appropriate SEI strategies to support core content learning.
ELSWD – Visual Impairment	During the IEP Meeting, the team will determine the most appropriate program model and accommodations to deliver ELD instruction, based on the student’s individual needs.	The ELL Specialist will consult with the SPED Specialist to identify appropriate SEI strategies to support core content learning.
Recent Arriver	Recent Arrivers will be placed into an ELD instructional group based on the student’s English proficiency level, as indicated by screening	For elementary students, Recent Arrivers will be placed in a regular content area classroom with a teacher who has received training

	<p>and placement assessments. The student may receive additional, “double-dose” ELD instruction if available and appropriate for the student’s needs. (i.e. Some high-school Recent Arrivers with a high level of education and some basic English proficiency may benefit from an accelerated approach to ELD by being placed in both an ELD 2 course as well as an ELD 3 course, concurrently.)</p>	<p>in SEI via professional development such as SIOP, CM or GLAD. Recent arrivers from Spanish Speaking families that attend Jackson elementary school will be offered an opportunity to join the Dual Language program for greater access to core content. For secondary students, Recent Arrivers’ core content will be determined using the “Guidelines for Creating Student Schedules” document for Newcomers (Appendix). At all grade levels, bilingual classified staff use both push-in and pull-out models to provide additional support for Newcomers to access core content and special programs.</p>
<p>SIFE</p>	<p>SIFE will be placed into an ELD instructional group based on the student’s English proficiency level, as indicated by screening and placement assessments. The student may receive additional, “double-dose” ELD instruction if available and appropriate for the student’s needs.</p>	<p>For elementary students, Recent Arrivers will be placed in a regular content area classroom with a teacher who has received training in SEI via professional development such as SIOP, CM or GLAD. For secondary students, Recent Arrivers’ core content will be determined using the “Guidelines for Creating Student Schedules” document for Newcomers (Appendix). At all grade levels, bilingual classified staff use both push-in and pull-out models to provide additional support for Newcomers to access core content and special programs.</p>

Medford School District

SECTION 5

Staffing and Resources

This section covers the portion of the EL Plan related to staffing, materials, equipment, etc.

46. Staff Providing EL Services to English Learners

ELD Teachers

Level	School	Name	Endorsement	FTE
Elementary Schools	ALEL	Erika Hayward	ESOL	0.5
	GCEL	Penny McCoy	ESOL	.75
	HVEL	Erika Hayward	ESOL	0.5
	HOEL	Janelle Aldaco	ESOL	0.5
		Lisa Carroll	ESOL	1
	JAEL	Grace Park	ESOL	1
		Alisha Clark	ESOL	1
	JVEL	Laurie Hayden	ESOL	0.25
	JEEL	Carly Anderson	ESOL	1
		Unfilled	ESOL	0.5
	KEEL	Alexandra Steiner	ESOL	1
	LPEL	Unfilled	ESOL	0.5
	OGEL	Kari Forrest	ESOL	1
	OGEL	Unfilled	ESOL	0.5
	ROEL	Brooke MacElrath	ESOL	1
	WAEL	Debra Hopkins	ESOL	0.25
		Vanessa Dexter	ESOL	1
	RUEL	Penny McCoy	ESOL	0.25
	WIEL	Maria Lumbreras	ESOL	1
		Unfilled	ESOL	0.5
MOA	Dara Crocket	ESOL	0.5	
Middle Schools	HDMS	Lise Prusko	ESOL	0.67
	MCMS	Chrissy Muhr	ESOL	1
	MOA	Huridis Vicente Fortuna	ESOL	0.2
High Schools	CMHS/JDH	Huridis Vicente Fortuna	ESOL	0.4
	MOA-HS	Huridis Vicente Fortuna	ESOL	0.2

	NMHS	Kim Lockett	ESOL	1
	SMHS	Javier Sanchez	ESOL	1
Special Programs	STEPS	Huridis Vicente Fortuna	ESOL	.1
	STEPS @ Central	Huridis Vicente Fortuna	ESOL	0.1
Charter Schools	KUA	Yolanda Ortega	ESOL	1
		Jarrett Davidson	ESOL	1
		Lalo Ibarra	ESOL	1
		Jacqui Gonzalez	ESOL	1
			Total FTE	22.17

EL Assistants

Level	School	Name	Position Type	FTE
Elementary Schools	HOEL	Leobardo Cabrera	Classified	0.44
		Aracely Cabrera Durarte	Classified	1
	JAEL	Ana Murray	Classified	1
		Margarita Duron	Classified	1
	JEEL	Rina Sierra Morales	Classified	0.47
		Karen Forsyth	Classified	0.47
	KEEL	Alma Meza	Classified	1
	OGEL	Alison Wright	Classified	1
		Unfilled	Classified	0.5
	ROEL	Monica Meza Solorio	Classified	1
WIEL	Tere Duran	Classified	1	
Middle Schools	HDMS	Unfilled	Classified	0.5
	MCMS	Unfilled	Classified	0.718
		Claudia Leonard	Classified	0.718
High Schools	NMHS	Eunice Pineda	Classified	1
	SMHS	Unfilled	Classified	1
			Total FTE	13.82

EL Success Specialists

Level	School	Name	Position Type	FTE
Middle Schools	HDMS	TBD	Classified	
	MCMS	TBD	Classified	0.66
High Schools	NMHS	Blanca Flores	Classified	1
	SMHS	Abigail Ramirez	Classified	1

Total FTE	2.66
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EL Content Support Specialists

Level	School	Name	Endorsement	FTE
Middle Schools	MCMS	Unfilled	Teacher	0.5
High Schools	NMHS	Alexandra Strouf	Teacher	.5
	NMHS	Charity Malcolm	Teacher	.5
	SMHS	Jessica Bangma	Teacher	1
	CMHS	Nathan Breeden	Teacher	1
			Total FTE	3.625

Dual Language Program

Level	School	Name	Endorsement	FTE
DL Content Area Specialist	JAEL	Sophia Batchell	Bilingual Teacher	1
Teachers	JAEL	Yasmin Bennett	Bilingual Teacher	1
	JAEL	Lupita Hernandez	Bilingual Teacher	1
	JAEL	Megan Muro	Bilingual Teacher	1
Classified Staff	JAEL	Adelita Romero		1
	JAEL	Jeanette Holmes		1
			Total FTE	6

District Office Support Team

Role	Name	Endorsement	FTE
Coordinator of Federal Programs and School Improvement	Andrea Partsafas	Administrator	1
Secondary ELL TOSA	Lise Prusko	Certified	0.33
Elementary ELL/Migrant Ed. TOSA	Angelina Scarminach	Certified	1
Office Manager	Deanne Radford	Classified	0.5
Lead Translator and Interpreter	Miria Mercado	Classified	1
District Interpreter and ELL Administrative Support	Jose Villalobos	Classified	1

Migrant Education Graduation Specialist	Unfilled	Classified	1
		Total FTE	6.48

47. Qualifications Required to Serve English Learners

In order to work with English learners, staff must meet the following requirements:

Position Type	Qualifications Required
Certified	Baccalaureate Degree from an accredited training college or university, with a Master’s Degree Preferred. Must hold a valid Oregon teaching license with ESOL Endorsement. Preference given to bilingual/bicultural candidates and those with EL-focused training, coursework and experience.
Classified – ELL Assistant	Associate’s degree (A. A.) or equivalent from a two-year college or technical school, or one to two year’s related experience and/or training, or equivalent combination of education and experience. Candidate must also score a level 4 or higher on the National Career Readiness Assessment. Preference given to bilingual/bicultural candidates and those with experience working with children.
Classified – ELL Success Specialist	Associate’s degree (A. A.) or equivalent from a two-year college or technical school, or one to two year’s related experience and/or training, or equivalent combination of education and experience. Candidate must also score a level 4 or higher on the National Career Readiness Assessment, and be able to communicate fluently and in writing in English and Spanish.
Administrative	Valid Oregon Administrative License and Master’s Degree or Equivalent Required.

48. Process to Verify Staff Qualifications to Serve ELs

The following steps are followed to confirm that the staff has the required qualifications for the job they will be performing.

Position Type	Steps to Determine Qualifications	Person Responsible
Certified	1. Job description postings list the required qualifications for teaching in the EL Program.	HR specialist
	2. Once offered a certified position, the candidate’s Oregon teaching license is checked with TSPC to ensure it is valid.	HR specialist

	3. ELL teachers must have an ESOL endorsement confirmed through TSPC.	HR specialist
	4. All hired certified staff's Oregon teaching license expiration dates are tracked to ensure all teachers have a valid teaching license at any given time.	HR specialist
Classified	1. See if classified candidate has an Associate's Degree or higher	HR specialist
	2. If the candidate does not have an AA, see if he/she has completed a minimum of 90 credit hours.	HR specialist
	3. If the candidate does not meet the minimum number of credit hours required, he/she will be asked to take the National Career Readiness Assessment.	HR specialist
	4. Only after the candidate scores at a level 4 or higher on the National Career Readiness Assessment, he/she can start their work in the district.	HR specialist
Administrative	1. Job description postings list the required qualifications for being an administrator in the district.	HR specialist
	2. Once a candidate is offered an administrative position, HR will check that he/she holds a valid Oregon Administrator License.	HR specialist
	3. All hired administrators' Oregon administrator license expiration dates are verified to ensure they are valid.	HR specialist

49. Contingency Plan to Hire and Train Temporary EL Staff

The Medford School District collaborates regularly with the Southern Oregon Educational Service District (SOESD) to provide training for staff working with ELs, including SELD, Constructing Meaning, SIOP and GLAD. In addition, certified staff are able to take coursework leading to an ESOL Endorsement through Southern Oregon University. The district also participates regularly in various job fairs, including one hosted by Southern Oregon University, collaborating with the SOESD and other local districts to actively recruit bilingual/bicultural candidates from various universities in the western United States.

50. Adopted EL Instructional Materials & Support Resources

Grade Band	Instructional Materials/Resources	Purpose
Elementary	National Geographic In the USA	Newcomer ELD Curriculum
	National Geographic Reach	Kindergarten ELD Curriculum
	EL Achieve SysELD Elementary Instructional Units	Grades 1-6 ELD Curriculum
	Imagine Learning	K-6 Literacy Support
Secondary	National Geographic Inside the USA	Newcomer ELD Curriculum
	Scholastic’s English 3D	7-12 ELD Curriculum
	EL Achieve SysELD Secondary Instructional Units	7-12 ELD Curriculum
	Achieve 3000	7-12 Literacy Support
	System 44	7-12 Literacy Support
All Grade Levels	Rosetta Stone	K-12 English Support
	Imagine Math	K-12 Math Support

51. MSD’s Plan and Timeline to Review ELD Instructional Materials and Resources

Review of core ELD instructional materials will take place in accordance with the ODE’s specified timeframe using the ODE’s required processes. In addition, ELL TOSAs and administrator(s) conduct an annual review of supplemental materials to ensure that the materials proving most effective are continued and adequate numbers of licenses and other materials are available for use.

52. Contingency Plan and Timeline to Acquire New ELD Instructional Materials

Core ELD materials are already purchased and are in use throughout the district. However, new materials that come on the market will continue to be reviewed using the required curriculum evaluation process to determine if they might fill an instructional need. MSD will adhere to all ODE curriculum adoption processes.

Medford School District

SECTION 6

Transition from English Language Development Program

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

53. English Proficiency Determination

English proficiency is measured by ELPA levels 1-5 in the four domains of listening, speaking, reading, and writing. The Medford District uses “Exit Criteria” to determine that students have reached proficiency in English at a level comparable to that of their English-speaking peers, allowing them to participate without ELL support in the standard academic program.

In accordance with ODE requirements, students who score either a 4 or 5 on each ELPA domain administered is designated as Proficient in English and is exited from the ELL Program.

Exit from the EL Program:

The Office of Civil Rights states:

The district will ensure that students exited from the language assistance program are performing in the general education program without significant barriers primarily caused by limited English proficiency.

According to the Executive Memo 004-2018-19, EL Exiting Procedures are:

1. Participation in the ELPA
 - a. ELSWD or ELs with 504 plans may be exempted from one to three language domains based on their IEP or 504 plan
2. Scoring overall proficient on the ELPA
3. Exit from the EL program.

If a student scores at the Overall Level of Proficient on ELPA, the student will be exited from the ELL Program. ELL teacher will follow these steps

1. Complete an ELL Program Exit Letter, obtaining all the necessary school personnel signatures.
2. Mail a copy of the ELL Program Exit Letter to the student’s home address.
3. Send a copy of the ELL Program Exit Letter to the ELL Secretary at the District Office for data entry.

- Place a copy of the ELL Program Exit Letter in the student's permanent file.

54 Through 56. Staff, Responsibilities, and Documentation in the Exit Process

Exit Steps	Staff Responsible	Timeframe
1. Administer ELPA Summative	Building Administrator ELD Teacher	Usually February through March
2. Mail ELPA results and ELL Program Exit Letter to parent(s)	ELD Teacher	By June 1
3. Submit ELL Program Exit Letter to ELL Secretary at District Office.	ELD Teacher	By June 1
4. File a copy of the ELL Program Exit Letter in the student's permanent file	ELD Teacher or Designated Office Staff	By June 30
5. Enter student's Exit Date into student information system to update status and file a copy of the ELL Program Exit Letter in the designated District Office binder.	ELL Secretary at District Office	Within 2 days of receiving Exit Decision Form

57. Parent Participation in the Exit/Promotion Process

When a student demonstrates English proficiency, based on the ELPA, teachers will contact parents to inform them of their child's ELPA scores and the exit process. The ELD teacher will explain to the parent what exiting from ELD services means for their child and the Monitoring process. The ELD teacher will offer the parent an opportunity to sign the English Language Learner Program Exit Letter: in-person or by sending the form home to the parents to be returned by mail or their student. If this is not feasible, they will document on the English Language Learner Program Exit Letter the medium of communication, including who communicated with the parent, what the parent said and when the communication took place.

If the ELD teacher is unable to make contact with the parent, they document two attempts to contact them and write the dates and modes of contact attempted: email, phone, etc on the Exit Letter. A copy of the English Language Learner Program Exit Letter will be sent home.

58. Monitoring the Academic Progress of Exited ELs

By law, ELs who exit EL services enter EL Monitoring status in the subsequent school year. The Monitoring process is the same for each of the 4 years of Monitoring at all grade levels.

Monitoring Procedures for Elementary Students:

Year	Steps	Staff Responsible	Frequency	Additional Notes
Monitoring Years 1, 2, 3, and 4	1. Send roster of Monitored students to classroom teachers, SPED teachers, and other relevant staff members with instructions.	ELD Teacher	Within 2 weeks of the start of the school year	Can be sent via e-mail or hard-copy.
	2. Give the ELD teachers the roster and the EL Monitoring Form	ELL TOSA	At 1st term report card time	Teachers can send an electronic copy of the form and roster, or a hard-copy. If a hard-copy is sent, also send a brief e-mail as a “heads-up”.
	3. Classroom Teacher returns ELL Monitoring Forms for all students on roster to ELL Teacher.	Classroom Teacher	Due date is one week after final grades are entered for Report Cards.	Can be sent electronically or via hard-copy. If electronic, print out a hard-copy for filing.
	4. File original ELL Monitoring Form in cumulative file. Keep copy for follow-up	ELL Teacher	Within 2 weeks after grades are entered for Report Cards.	
	5. Follow up on students about whom there are English language proficiency concerns. If needed, ELL Teacher conducts a meeting to determine possible re-entry into the ELL Program.	ELL Teacher	Follow-up assessment must be conducted within 2 weeks after the ELL Monitoring Form is submitted to the ELL Teacher.	Follow re-entry meeting procedures.

Monitoring Procedures for Secondary Students:

The Monitoring process is the same for each of the 4 years of Monitoring.

Year	Steps	Staff Responsible	Frequency/ Timeframe	Additional Notes
Monitoring Years 1, 2, 3 and 4	1. Send roster of Monitored students to content area teachers, SPED teachers and other relevant staff members with instructions.	ELL Teacher	Within 2 weeks of the start of the school year	Can be sent via e-mail or hard-copy.
	2. Monitor grades. Share results with ELL Teacher, Administrators, Deans and Counselors.	ELL Content Support Specialist	Within 2 weeks after quarterly grades are finalized for 1 st , 2 nd and 3 rd quarters	Can be reported in spreadsheet form
	3. Communicate with content area teachers as needed to follow up on students about whom there are English language proficiency concerns. If needed, ELL Teacher conducts a meeting to determine possible re-entry into the ELL Program	ELL Content Support Specialist and ELL Teacher	Within 1 week after Monitor report is shared	
	4. Communicate with content area teachers as needed to determine if struggling students need additional supports (i.e. academic, behavioral, environmental, etc.) to be successful. Facilitate implementation of those supports.	ELL Content Support Specialist	Within 1 week after Monitor report is shared	

In addition, for high-school students, progress toward graduation is monitored annually by Counselors and the ELL Content Support Specialists.

59. Re-entry into the EL Program during the Monitoring Years

If the Monitoring process indicates a student is struggling due to English language proficiency, the team convenes a Re-Entry Decision meeting.

Members to attend:

1. The parent(s)/guardians;
2. An ELL Specialist who knows the student;
3. A Content Area Teacher who knows the student;
4. An Administrator;
5. A SPED Specialist who knows the student (if appropriate);
6. The Student (if developmentally appropriate);
7. Content Area Specialist (for secondary grades); and
8. EL TOSA should be included in the discussion and invited to attend if possible.

Steps	Staff Responsible	Timeframe
1. Collect additional academic data and informally interview teachers about student achievement data.	ELL Content Support Specialist, or ELL Teacher	Within 1 week after Monitor report is shared
2. If preliminary data indicates that academic English proficiency is not a concern, continue to monitor and collect data. 3. If English proficiency is a concern, schedule a Re-entry Decision Meeting.	ELL Content Support Specialist, or ELL Teacher	Within 2 weeks after concern is reported
4. Use phone and a mailed meeting notice to invite the parents to the meeting, using the preferred language of communication.	Bilingual Staff Member designated by the Administrator	No later than one week prior to the anticipated meeting date.
5. Conduct Re-entry Decision Meeting, analyzing language samples and other assessment data to determine if insufficient academic English proficiency is a cause of the student's academic struggles. If the team determines that English Proficiency IS the cause, than the teacher will administer the ELPA Screener. These results will determine ELL program eligibility.	ELL Teacher	During the Re-entry Decision Meeting
6. ELL teacher administers ELPA screener to the student.	ELL Teacher	Within 2 weeks of the meeting.

<p>7. If the student scores Proficient on the ELPA screener, the teacher will contact the parents and notify them of the results and that their child will not be entering the ELL program.</p> <p>8. If the student scores Progressing or Emerging on the ELPA screener, the ELL teacher will contact the parents to notify them of their child's scores and re-entry into the ELL program.</p>	ELL teacher	Within 1 week of testing.
<p>9. Submit the ELL Referral Form to the District Office ELL Secretary for data entry.</p>	ELL Teacher	Immediately following parent phone call.
<p>10. Mail a copy of the Program Eligibility Parent Notification Letter to the parents.</p>	ELL Teacher	Within 1 week of parent phone call.
<p>11. File a copy of the meeting minutes, ELL Referral Form and Program Eligibility Parent Notification Letter in the student's permanent record.</p>	ELL Teacher	Within 3 weeks of parent phone call.

60. Academic and Language Support for Monitored Students

At the Re-entry Decision Meeting, if the team determines that the student's struggles are not due to limited academic English proficiency, and therefore the student will not be re-entered into the ELL Program, the team will create a plan to address the student's academic and language needs. The team will take a comprehensive look at the whole child, including the following needs:

- Academic
- Linguistic
- Behavioral
- Social-emotional
- Physical

All available supports will be explored to meet the student's needs. Responsible staff will be designated to follow up and facilitate the implementation of the team's plan.

61. Monitoring the Progress of ELs with a Parent Waiver for Service

Prior to the first week of school, the Emerging Multilingual and Migrant education coordinator mails home a letter to all families of students on waivers. The letter informs the parent/guardian that their child's waiver from the previous year will roll over to the current school year unless the parent

contacts the Federal Programs office or their child’s school to indicate that they would like to opt into services. Within 2 weeks of the mailing of the letter, the ELL Teacher talks to the parent either via a face-to-face conversation or a phone call to describe the student’s academic achievement (i.e. grades and content area test scores) and English proficiency (i.e. ELPA scores) and describe the ELL Services available to the student. Throughout the school year, the students with Parent Waiver of Services will be included in the quarterly monitoring of grades, along with the Active ELs and the Monitored students. Specific Monitoring guidelines and procedures are outlined in the chart below.

Elementary Waivers
<ol style="list-style-type: none"> 1. Waiver rolls over to the following year. 2. Classroom teacher completes the Waiver Monitoring form after the first quarter. <p>If the collected data indicates that the student is struggling to make academic progress and errors may be due to English Proficiency:</p> <p>Classroom teacher contacts parents to set up a meeting or discuss academic assessments over the phone. (Documentation of Phone calls or meeting in Synergy and in the Cumulative file.)</p> <ol style="list-style-type: none"> 1. Share the collected data with parents and explain concerns about academic progress. Tell parents we have a legal obligation to share academic progress with them and let them know when we believe there may be a language barrier, but that they still have the right to waive ELD services if they would like to. 2. Ask parents if they would like to OPT IN to ELD services. Or if they would like to continue to waive services. 3. Document conversation with parent on the back of the ELL Waiver Monitoring Form. <ol style="list-style-type: none"> i. Make a copy of the form: place a copy in the Cumulative file and a copy in the working file.
Middle School Waivers
<p><i>Incoming 6th graders that come on a waiver:</i> Phone call by the end of the second week of school, to ask parents if they want to continue to waive service this school year.</p> <p><i>7th / 8th graders following first quarter monitoring:</i></p> <ol style="list-style-type: none"> 1. Look at grades and check-in with teachers to investigate issues if not successful. 2. If student is struggling academically (including student on an IEP) <ol style="list-style-type: none"> a. Make a phone call to discuss academic issues with parent. b. Ask parent if they would like to continue to waive services. <ol style="list-style-type: none"> i. If yes: document conversation. ii. If they want to opt in to ELD services: complete EL referral form.

High School Waivers

Incoming 9th graders that come on a waiver: Phone call by the end of the second week of school, to ask parents if they want to continue to waive service this school year.

9th / 10th / 11th / Non-graduating 12th Grade students

1. **After the 3rd Quarter Grades:** Content Area Specialist provides ELD teacher with the students on a waiver that are struggling academically and it is not explained by attendance.
 - a. Content Area Specialists includes any information that they may have on the students.
 2. ELD teacher makes a phone call home to discuss academic concerns, grades, ELPA scores and ask parents if they would like to opt-in to ELD services the following school year.
 - a. If the parent would like to continue to waive services: document the conversation in Synergy.
 - b. If they want to opt-in to ELD services: Complete an EL Referral form and send it to the ELD office.
- .“ELL Program Entry date” as First day of the following school year

62. Parent Participation in the Monitoring Process

Steps to Ensure Parent Participation during Monitoring Process	Person Responsible	Timeframe
1. Monitoring Parent Notification Letter is mailed to the home address. The letter reminds the parents of their right to request a Re-entry Decision Meeting at any time and to contact the school with any concerns about their child’s education.	ELL Secretary at the District Office	Within 30 calendar days of the start of the school year, each year during the Monitoring process
2. End of Monitoring Parent Notification Letter is mailed to the home address. The letter informs the parents that the Monitoring process has ended and that the parents have the right to contact the school with any concerns about their child’s education	ELL Secretary at the District Office	Within 30 calendar days of the start of the school year, after the student’s 4 th year of Monitoring

Medford School District

SECTION 7

Equal Access to Other School District Programs

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, extracurricular activities.

63. and 64. ELs with Additional Academic Needs

Response to Intervention (RTI) Process

When pre-referral teams have a concern about a student who is also an English Learner (EL), additional information is required to examine the student's language acquisition and proficiency in both English and the primary language. The following procedure provides guidance on what data to collect in regards to language proficiency in a student's first and second languages.

Language Proficiency Data collection includes but is not limited to:

- Appropriate portions of the Woodcock Munoz Language Survey - III and Cultural-Linguistic Questionnaire (parent interview form)
- Other language skills checklists (i.e. Express Quick Screen, Bender checklists) as appropriate
- ELPA Screener/Summative RIT scores

Academic Data collection includes, but is not limited to:

- iReady, SBAC or other assessments
- Student Work Samples
- Attendance profile

- For ELL students who are experiencing difficulties in the areas of behavior, motor skills, or sensory issues, the pre-referral team should gather information regarding these concerns, as for any other student.

The Response to Intervention (RTI) Team, including an English Language Development teacher or representative, should review the information in conjunction with other pre-referral information to determine appropriate Tier II interventions and if the student may have a disability and should be referred for a special education

evaluation. These steps are also outlined in the appendix document *Guidelines for RtI/MTSS Processes for ELLs flowchart*.

Referral for Special Education

If the RTI team determines that referring an EL for special education evaluation is the next appropriate step, the team should forward the data collected to the appropriate building case manager. Data collection should include but is not limited to:

- Information and data compiled by the SLT:
 - English Language Proficiency Assessment (ELPA) (measures English proficiency in listening, speaking, reading and writing, aligned to the state ELP Standards)
 - Woodcock Munoz Language Survey - III (measures Language Proficiency Level in language 1 and 2)
 - Smarter Balanced Assessment (measures CALP)

The special education evaluation planning team should consider the following when determining whether a special education evaluation is warranted:

- The number of years a student has been exposed to English
- The quality of exposure (home, community, and school) to English
- Academic or language concerns for the student in English (see Stages below)
- Academic or language concerns in the student's first language
- Other disabilities

The Stages of Sequential Second Language Acquisition

[Taken from Evaluating ELL Students for SPED Services by Frank Bender]

Stage 1 Preproduction: 0 - 6 Months in US School

Student focuses on comprehending the communicative message. Students try to associate new words with the vocabulary in their first language. They pay particular attention to nonverbal communication such as facial expressions and gestures. They may respond with simple words or nonverbally by pointing, touching or nodding. This is sometimes called the Silent Period.

Stage 2 Early Production: 6 months – 1 Year in US School

Student communication is characterized by one and two word phrases and many grammatical errors. Common nouns, verbs and adjectives emerge first. Vocabulary must be learned in context of themes, stories or personal lives of students. The student focuses on conveying meaning as opposed to using correct forms.

Stage 3 Speech Emergence: 1 – 3 Years in US School

Students have now acquired limited vocabulary and can respond to literal questions and use simple sentences and engage in conversations. Students may still make punctuation and grammatical errors. Many of their utterances are “chunks” which they have learned as a whole without understanding the exact meaning of each word. Errors of omission are common.

Stage 4 Intermediate Fluency Stage: 3 – 5 Years in US School

Students continue to develop excellent comprehension and are beginning to function in normal conversation. However, they continue to lack the sufficient academic language to compete with native English speakers. Students actively engage in communication and fluency. Literacy skills and academic language are continuing to develop.

Stage 5 Proficient Stage: 5 – 7 Years in US School

Students can “be themselves” in a variety of situations and settings and use listening, speaking, reading and writing skills with few errors.

Request for Special Education Evaluation

A request for a special education evaluation can be made by anyone with an interest in a student, including the parents, RTI team, or advocate. All student concerns must be sent to the school level/RTI team, prior to making a request for a special education evaluation. If a request for an evaluation is from a parent the District is required to respond and consider the request. The principal/designee may elect to refer the parent request to the RTI team or directly to the Student Wellness Assessment and Evaluation Team (A & E Team). The District is not necessarily required to evaluate the student, but we are required to determine if an evaluation is necessary and to inform the parent of our decision.

Standard Procedures

The Response to Intervention Team (RTI Team) requesting a special education evaluation:

- Gathers pre-referral documents to include the RTI referral form, Intervention Summary Plan, RTI notes, and any other data to substantiate concerns (see Pre-Referral Process)
- Submits gathered information to the appropriate building case manager for review

The case manager (CM):

- Reviews the documentation for completeness.
- Completes the Request for Initial Special Education Evaluation
- Submits gathered information to the Student Wellness office (A & E Team)

The Assessment and Evaluation (A & E) Team reviews information submitted and:

- Proceeds with an evaluation
 - Intake procedure is initiated. As part of the intake process, the following will be completed by the A & E Team:
 - Parent Notification for Special Education Evaluation Referral (bb) and gives it to the parent
 - Gives general education teacher the Teacher Checklist—Elementary or Teacher Checklist—Secondary

- For communication disorder evaluations, use the Speech Checklist or Language Checklist
 - Procedural Safeguards Notice: Parent Rights for Special Education booklet given to the parent
 - Prior Notice About Evaluation/Consent for Evaluation form will be completed and a written signature from the parent obtained either providing or refusing permission to evaluate. Assessments may not be administered until the written consent is received
 - Authorization to Use and/or Disclose Educational and Protected Health Information form will be given to the parent, as needed. If this form is used, the date the form was signed will be included on the Prior Notice About Evaluation/Consent for Evaluation
- Requests additional information
 - Screening (observation and/or teacher interview) may be initiated by the A & E Team
 - Refuses to conduct an evaluation
 - A & E Team will generate a Prior Notice of Special Education Action refusing to conduct an evaluation at this time

Variations

- If an evaluation is anticipated to be complex and require additional planning, an initial evaluation planning meeting may be conducted (see below for required attendees). Parent can participate via phone conference. If the team determines the need for an evaluation planning meeting the Student Wellness Assessment and Evaluation Team will send Notice of Team Meeting to parents.
- Required team members include Assessment and Evaluation Case manager and a building representative. Invited team members would include building administrator, ELL Specialist, and other knowledgeable specialists.
- When applicable, parent letter to student will be DNQ (Does not Qualify), because the District cannot test due to lack of attendance.

Responsible Assessment

Each specialist conducting assessments has the responsibility to assure that assessments are selected and administered and interpreted in a non-discriminatory manner (racially cultural basis). Assessments used in an evaluation should be:

- Used in accordance with recognized professional standards;
- Used for the purposes for which the assessments or measures are valid and reliable
- Administered in accordance with any instructions provided by the producer of the assessments
- Appropriate for students with impaired intellectual, sensory, physical, or communicative skills

- Appropriate for student's age and socio-economic and cultural background with exceptions noted
- Provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer
- Limited to the specific area of concern

Specialists administering assessment procedures will:

- Be knowledgeable about local culture, language, and social patterns and practices
- Use culturally sensitive testing practices
- Have knowledge of the norm group for norm-referenced tests
- Have knowledge of the reliability and validity of any standardized instruments
- Include in their interpretation of results any degree and type of potential discrimination of the instruments employed during the assessment process
- Consider the possibility of bias in assessment whenever results are significantly different from reports of the student's functioning in different settings
- Use multiple instruments and observations (including parent input) in order that interpretation and decisions are not based on the results of a single instrument, test score, observation, or report

If observations are required for the eligibility being considered, a student must be observed in the learning environment (including the general classroom setting) to document the academic performance and behavior in the areas of difficulty.

Requesting Bilingual Assessments

Once a signed Prior Notice About Evaluation/Consent for Evaluation is obtained, a completed Request for Student Services form will be approved and sent to the appropriate agency.

Designated Supports and Accommodations for ELSWD Listed in the IEP

Accessibility supports are intended to reduce or even eliminate the effects of a student's learning challenges during instruction and on the results of assessments. Implemented appropriately, these supports should not reduce learning expectations, nor should they give a student an unfair advantage over his or her classmates.

The use of these supports during administration of an Oregon statewide assessment, such as ELPA or OSAS, is based on individual student need and should not impact the validity of the assessment results.

Since students will have previous experiences with those supports selected for use on statewide assessments, many of the same supports are typically used during instruction. In Oregon, accessibility supports are based on an assessment of individual student need.

School teams making educational decisions for students for English Language Learners are strongly encouraged to document any discussions regarding accessibility supports in the student's file. Classroom performance data, review of previous performance on state assessments, review of supports available in the classroom and their effectiveness, and interviews with the student are several types of information that school teams can use to make informed decisions.

EL Specialist Role throughout the Pre-referral and IEP Process

The EL Specialist is responsible for ensuring that the appropriate tests and languages of the WMLS-III are administered and facilitates the interpretation of those results. He/She also ensures that the Cultural-linguistic Questionnaire is completed by the parent(s). The EL Specialist attends RTI meetings, including meetings to determine whether a request for an evaluation will be submitted. If a request for an evaluation is submitted, the EL Specialist attends the resulting Eligibility Meeting and any resulting IEP Meetings. He/She contributes professional expertise in the area of language acquisition to the discussion, including the goals, instructional and testing supports and/or accommodations and ELD instruction.

65. Serving ELSWDs in the EL Program

Some ELL students, due to cognitive, physical or social-emotional needs, require an EL Program service plan which deviates from the program services described in the previous sections. Often, those students have an IEP or 504 Plan. In those cases, the IEP team or Response to Intervention Team (including parents) will work collaboratively to determine an individualized plan that meets the student's needs. For example, it may be determined that in order to balance the myriad needs of the student, a student might receive 20 minutes of one-on-one, push-in ELD instruction twice a week instead of the typical format. If the student does not have an IEP or 504 Plan, but has other needs (such as social-emotional needs) that impact the student's ability to profit from the typical program, the RTI team (again, including parents) will meet to determine the most appropriate EL instructional program for that student.

66. EL Parent Participation in IEP Meetings

Parents of ELSWDs will receive an invitation to all meetings in the parent(s) preferred language, both via a written invitation mailed to the home address and via a phone call. An interpreter will be provided for all meetings with the parent(s). This interpreter will be designated only in this role. Other meeting participants who are bilingual will not serve as the interpreter so that they can ethically focus on their appropriate role without interfering with the objective (i.e. non-advocacy) nature of professional interpretation. All documents, including a copy of the IEP, will be provided in

both English and the parents' preferred language. The Procedural Safeguards Notice: Parent Rights for Special Education booklet will be provided in both English and the parents' preferred language if a translation in that language is available.

67. TAG Identification of ELs

Medford School District has a written plan for programs and services for Talented and Gifted Education Plans. The district goal is to ensure that all learners, including gifted learners, are provided stimulating, rigorous, challenging, and meaningful educational experiences throughout each school day with lessons and materials appropriate for each student's assessed level and rate of learning. This includes dually identified special education/TAG students and also students that demonstrate the "Potential to Perform."

TAG Identification: Instruments Used for TAG Identification

[OAR 581-022-1310, 2(b)]

Identification Criteria

No student shall be identified based on one criterion, such as one test score. Multiple measures are considered. The following criteria shall constitute the minimum required to identify a student for TAG services:

1. At least two indicators of giftedness, which must include one of the following:
 - A standardized group intelligence/cognitive ability or achievement score at the 97thile or above. The Naglieri Nonverbal Ability test 3rd Edition (NNAT3) test is given to all second grade students in the district every year as a universal screener. A nonverbal assessment has been selected for the whole district to minimize language as a barrier to TAG identification.
 - Active, Monitored and Former English Learners have the opportunity to take this assessment in fifth grade, as some students may arrive in the country or state of Oregon after second grade and may not have tested as second graders.
 - A standardized individual intelligence/cognitive ability or achievement score at the 97thile or above (requires parent permission sent in English, Spanish or whatever language is needed).
2. The second indicator may include one or more of the following:
 - A second group or individual test score
 - Strong indicators of giftedness from the KOI or similar instrument
 - Evidence of superior academic performance, e.g. grades (Academically Talented only)
3. For Non-typical identification (also known as "Potential to Perform")
 - High group standardized tests or individual standardized test scores above 90%.

- For non-typical nominees, such as: English Language Learners, students from ethnic minorities, students with disabilities, and students who are culturally diverse or economically disadvantaged, additional evidence, such as a student self-assessment or parent survey will be considered in combination with other criteria.
- Screening reports for non-typical students who are identified without a 97thtile score or “Potential to Perform” should include a description of the following:
 - a) Why standardized test scores would not be reliable indicators for this student
 - b) What indicators the committee used instead to identify the student.

Medford School District TAG Screening Process

A report is generated at the district office and sent to each school with a list of test scores from the district wide screener or scores nominated by teachers, parents, or students, during the nomination process.

Procedures

- The TAG Building Coordinator presents information that has been gathered on each student who has been nominated including Potential to Perform students. The School Level Committee/TAG team meets and makes one of three decisions: identify, or place in the no longer being considered/does not qualify category.
- The individual TAG screening report (blue) will be filled out at the meeting and signed by the principal, school TAG coordinator, EL teacher, Sped teacher, classroom teacher, parent and/or student when needed.
- All members of the TAG Screening Committee should sign the top section 1 of the group screening report.
- All members of the TAG Screening Committee should sign the report to be sent into the district office.

To Identify for TAG as Academically Talented and Gifted in one of the following categories:

- Academic Reading (97th percentile total reading score on a standardized test plus second indicator and appropriate checklists.
- Academic Math (97th percentile total math score on a standardized test plus a second indicator and appropriate checklists.
- Academic Reading and Math (criteria met from both areas above)
 - 1.) A student must have two clear indicators of performance: one of which should be an achievement test in area(s) of identification-scored in the 97th percentile.
 - 2.) Other indicators: second assessment 92% or better, IREADY, STAR, SMI, SRI.
Other state or district assessment in designated content area.
- Intellectual Gifted A student must have scored in the 97th percentile or above on a cognitive abilities test plus a second indicator.

- An intellectual identification can be done alone or in combination of any of the academic identifications.
- Potential To Perform A student must have a score of 90% or better and other evidence to indicate that they have the Potential to Perform.

TAG Service Identification:

Once the TAG information is reviewed by the school-wide TAG team and is determined to be eligible in one or more of the qualifying areas the Blue Screening Report is signed. A meeting is then set up with the parent to go over the TAG results with an interpreter available when needed. The parent is given the Initial Placement into TAG program to sign both in English or whatever language is needed. Then a PEP (personalized education plan) is written for each student and reviewed with the parent for kindergarten through sixth grade students. The PEP is also signed by the parent. If the student is a middle school or high school student a flex plan is written with parent input and provided in the appropriate language needed. The classroom teacher, EL specialist, special educator, TAG building coordinator, if need the district TAG Coordinator, parent, and student attend both a PEP meeting or a Flex plan meeting to give input.

Services for the TAG student are provided in classroom by the classroom teacher, TAG Coordinator, EL specialist and Sped Teacher when appropriate.

Timeline: Once a student’s permission for TAG testing is received additional testing will occur within 6 weeks. The team has 2 weeks to meet with the parent for TAG identification. Then a PEP or Flex plan needs to be written with all stakeholders within two weeks.

68. Equal Access to Core Instructional Programs for ELs

Protocols for ensuring that all ELs have meaningful access to core content, intervention and enrichment/special programs in a manner equal to that of non-ELs:

EL Sub Group	Goal
Elementary ELs	Pull-out ELD schedules are created to not interfere with access to other general education content and programs. An annual audit of elementary ELD schedules is performed by the ELL TOSA each fall and spring.
Secondary ELs	Creation of schedules are audited by ELL Content Support Specialists to ensure access to appropriate core content, prioritized interventions and at least one elective per year. ELs are included in the district-wide Pathways program, which connects high-school students to CTE and other specialized programs. ELs are included in the World Languages program’s advanced level courses and college credit-by-proficiency programs. A long-term planning approach is taken to ensure that graduation requirements will be met and that ELs have the

	opportunity to earn as much college credit as possible and to meet all college entrance requirements prior to graduation. The ELL Success Specialists at the high schools facilitate this process, in collaboration with guidance counselors.
SIFE	Creation of class schedules is handled on a case-by-case basis to balance the student's academic, linguistic and social-emotional needs. Recent Arriver secondary SIFE's core content will be determined using the "Guidelines for Creating Student Schedules" document for Newcomers (Appendix).
Elementary ELSWD	ELD schedules are coordinated with SPED service schedules per the student's IEP, with every effort made to not interfere with core content and special program access. The student's interests are taken into account if a special program must be substituted with either ELD instruction or SPED services.
Secondary ELSWD	The Coordinated Service Plan document (Appendix), or similar process, is used to collaboratively create a schedule that includes all required services, core content, at least one elective and any prioritized interventions. A long-term planning approach is taken to ensure that graduation requirements will be met and that the student receives a well-rounded education.
Elementary Recent Arrivers	Bilingual classified staff use both push-in and pull-out models to provide additional support for Newcomers to access core content and special programs, in addition to ELD instruction.
Secondary Recent Arrivers	Recent Arrivers' core content will be determined using the "Guidelines for Creating Student Schedules" document for Newcomers. Bilingual classified staff use both push-in and pull-out models to provide additional support for Newcomers to access core content and special programs.

69. Qualification for Title I-A Targeted Assisted Programs

Medford School District has eleven Title 1 School-wide programs, including one charter school. If we did have a targeted assisted program, we would follow the criteria for targeted assisted schools.

1. Targeting Criteria – both for reading and math targets at the bottom 10% of students that are most at risk, not meeting benchmarks, homeless, delinquent and/or migrant according to the following assessments:
 - Scholastic Math Inventory
 - Scholastic Reading Inventory
 - Smarter Balance Scores
 - Home Language Surveys/ELPA tests/Woodcock Munoz

2. Specific services students receive – students will be progress monitored for reading and math every 6 weeks. Students will exit when they meet the established benchmark. Scientifically based research strategies using intervention materials are taught by a certified teacher in a small group setting with groups no bigger than 8 students.
3. The interventions delivered are supplemental because small group intervention instruction is being given to a selected intensive group of students that are ranked ordered as being the neediest in the school including homeless, sped, migrant, juvenile and delinquent students. The school will rank order student performance in math and reading. They will target the bottom 10% of students. Intervention instruction is done by a highly qualified professional. The targeted assisted Title 1 teacher has a reading endorsement.

70. Graduation Plan for ELs

All students, including ELs, work with their Guidance Counselor to develop, monitor and adjust a graduation plan, beginning during the spring prior to 9th grade, when freshmen forecasting begins. In addition, the ELL Success Specialists (Classified) and ELL Content Support Specialists (Licensed) at North Medford High School, South Medford High School and Central Medford High School work with current ELs to communicate in more depth with students, parents, guidance counselors and teachers regarding the student's progress toward graduation. For SIFE and Recent Arrivers, an individualized graduation plan is created, based on the student's individual educational history and academic skills. Transcripts from previous schools, including those from other countries, are analyzed and evaluated to determine what, if any, graduation requirements have been met. Credit for these requirements is added to the student's Medford transcripts by the Guidance Counselor.

Although every effort is made to create and implement a plan that will result in a 4-year graduation, a 5-year graduation plan is presented as an option for those students for whom a 4-year graduation is not feasible or in the best interest of the child. The Guidance Counselor and ELL Success Specialist discuss the options and plans for graduation with the student and parents to get their input.

In the event that even a 5-year graduation plan is not feasible or in the best interest of the student, a long-term graduation plan can be put in place which allows the student to attend school continuously until the end of the school year in which the student reaches age 21 or graduates, whichever comes first. If a current EL requests to participate in a GED preparation program instead of pursuing a diploma, the student is encouraged to continue participating in an ELD course while also pursuing the GED. In this way, no matter what path to high-school completion the student follows, every effort is made to help the student continue to develop more English language proficiency.

In accordance with SPED legal requirements, a graduation plan will be addressed during the IEP meeting for all ELSWDs. The IEP Team will determine whether the student will be put on a plan to pursue a Standard OR Diploma, a Modified OR Diploma or a Certificate of Completion. Again, every effort is made to move the student toward a Standard OR Diploma using SEI strategies and other supports and accommodations to allow the student to meet graduation requirements.

Medford School District

SECTION 8

Parent and Community Involvement

Medford School District commits to the requirements of parent notification letters, interactions with private schools, and interactions with community members.

71. Parent Notification Letters

Initial and Continuing Letters during the First 30 Days of the New School Year and during the Rest of the School Year

Dissemination of Parent Letters	Person Responsible	Timeline for Each Step
1. The District's student information system generates student information that is merged into either an Initially Fluent Notification Letter or an Annual Program Notification Letter. The letter is printed in English and in the family's preferred language. The letter reflects all federal requirements.	District ELL Secretary Building EL Teachers	<u>At beginning of school year:</u> within 30 calendar days of the start of the school year. <u>During the school year:</u> within 14 days of the student's enrollment date.
2. One copy of the family notification letter is mailed to the student's home address. One copy is sent to the designated person at the student's school to be filed in the student's permanent file.	District ELL Secretary	<u>At beginning of school year:</u> within 30 calendar days of the start of the school year. <u>During the school year:</u> within 14 days of the student's enrollment date.
3. Document completion of dissemination procedure in ELL Referral Form Spreadsheet	District ELL Secretary	Immediately upon mailing and sending notification letters.
4. Designated staff member at each building files a copy in the student's permanent file.	Designated Building Staff Member	Within 2 weeks of receipt of the letter.

72. and 73. School-Parent Communication

Process to Notify Parents of Available Student Programs and Events

Due to the large number of Spanish-speaking families in the district, newsletters, invitations, permission slips, Board Policies and community event notices are all translated into Spanish.

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On the district's website, a drop-down menu allows visitors to translate the website into 10 different languages. In addition, staff members are encouraged to submit for translations any additional documents necessary to facilitate full participation of students and parents in all school-related activities or events. For languages other than Spanish, a translation service is used.

When appropriate, a phone call from a bilingual staff member or interpretation service may be used in lieu of a written translation if doing so will allow the student and family to receive communication in a timelier, more effective manner.

Interpretation and Translation Services

Office Managers receive annual notification/reminder of the district's translation procedure. The Office Manager acts as the liaison between building staff and the District Translators. Building staff in need of a translation submit the document in an editable format to the Office Manager. If the document is only being updated, then the staff member submits the prior translated version with changes either highlighted or in red text. The Office Manager will determine if a translation is already available within the building and will forward it to the District Office for translation if it is not already available. Typical turnaround time is 1-2 days, however, it is recommended that translations be submitted at least a week in advance (earlier for longer documents).

For oral interpretation, tasks are defined as being in Tier I, Tier II or Tier III, depending on the content, context and difficulty. A roster of qualified interpreters at Tiers II and III is provided to Office Managers, along with an Interpreter Request Form (See Appendix). During contracted hours, a building may utilize a qualified Classified Staff Member to interpret. If an interpreter is needed during non-contract hours, or a qualified interpreter is not available at the building, the Office Manager submits an Interpreter Request Form to the staff member listed on the form. This designated staff member will staff the position from the district's roster. If an interpreter is needed immediately and none is available at the building due to lack of staffing or other job duties, one of the District Interpreters can be reached at (541) 842-3637. In addition, District Interpreters can be reached via e-mail to make Spanish-language phone calls. For low-incidence languages and for times when demand for Spanish-language interpreters is high (i.e. during Parent-Teacher Conferences), the district has contracted with Language Line to provide supplemental on-demand interpretation. Instructions for using this service are disseminated to staff annually and as-requested.

74. and 75. Private Schools and Charter Schools

Consultation with Private Schools around Title III and Recent Arrivers

All private schools are annually notified that they are eligible for Title III funds. The district provides program support and offers staff professional development opportunities regarding teaching and meeting the needs of our English Language Learners.

Consultation with Charter Schools around Title III and Recent Arrivers

Medford School District currently has four charter schools. The Federal Programs team makes an annual visit and update review for all of the federal programs including Title III to review and add yearly updates. The charter contract for each school states that each charter school will follow the Title III District Plan.

Procedures for Private and Charter Schools	Timeline	Person Responsible
1. Medford School District consults with private schools in March of each school year to determine equitable access/participation in Title 1A, Title IIA, Title III, and Title IV A.	March 15 th by each school year	Federal Programs Coordinator
2. Charter School Board Approval	Charter Timeline	Assistant Superintendent
3. Annual Charter School meetings to review the Title III plan	Fall of each school year	Federal Programs team

76. Sharing the Annual ODE EL Legislative Report with Stakeholders

The Medford School District is committed to share the information found within the ODE EL Legislative Report with all stakeholders: parents, school board members, community members, and staff. Once the report is public, the Coordinator of Federal Programs presents the data at the different stakeholder meetings answering any questions that may arise during the discussion.

The EL Legislative Report can be found on our district website.

77. EL Parent Participation in District and School Leadership Roles

Due to Covid-19 restrictions, all parent outreach programs were paused during the 2020-21 school year.

District Parent Outreach Program designated for EL parents are monthly meetings, offering a voice regarding district decision-making, initiative reviews that gather parent input, Rosetta Stone English acquisition services. We have parents from both Title and non-Title schools.

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Funding comes from private foundations, Title 1 and Title III. The district formed an Interagency Parent Outreach Focus group to work with the Southern Oregon ESD, Southern Oregon University, Rogue Community College, Oregon Institute of Technology, Kids Unlimited, Unete, La Clinica, Listo, Hispanic Academic Outreach, to gather parent input and parent voice on how best the district can serve our parents and students.

The Medford School District collaborates with the Southern Oregon ESD to host Parent Advisory Committee (PAC) Meetings three times a year for all students and families that are registered as Migrant. The parents elect PAC officers, who partner with school district staff to prepare and deliver presentations about Migrant after school and summer school programs as well as receive feedback and parent input to facilitate program planning.

EL Parents were expressly invited to participate in the District's Equity, Diversity and Inclusion Committee to focus on needs of EL students.

Parent Recruitment Process

Parents are invited to participate in all Parent Involvement Events. We actively recruit parent nominations for Site Council. Parents are notified in their native language by paper notification, text, phone calls, social media, and the district website. Parent Involvement nights are held at schools where parents are recruited as well as Back to School nights, curriculum nights such as math and reading nights. Recruitment happens at all schools at all levels.

State of Oregon Language Use Survey

The 2020-21 Language Use Survey (LUS) is under development. Until the 2020-21 version is finalized, districts may choose to use either of the Language Use Surveys available on the ODE website.

This form is given to all students entering into a school district for the first time.

The purpose of the **Language Use Survey** is to help the school determine if your child qualifies for additional **Title III** supports in language instruction for English learners.

Title III provides support for English learners as defined by USED.

The State of Oregon honors the language and culture of its people and respects the over 166 languages in our schools, and recognizes that:

- Language is a key component of each person’s cultural identity,
- Heritage and primary languages are instrumental in student academic and cultural success, and
- Students who are multilingual/multicultural may have an advantage over students with a single language and are valued in career placements.

Student Name: _____ **Grade:** _____ **Date:** _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Descriptions	Questions
<p>Communication Preferences This question helps the school provide an interpreter or translated documents, free of charge, should you want them.</p> <p><i>This section is for informational purposes only. It is not used to identify your child for English language proficiency placement testing.</i></p>	<p>1. What language(s) would you prefer the school use to communicate with you?</p> <p>_____</p>
<p>Eligibility for Language Development Support This section helps the school identify if your child should be assessed to receive support in academic English instruction.</p> <p><i>This section is used to identify your child for English Language Proficiency placement testing. A response other than English to questions #2, #3, and/or #4 may qualify your child for English language proficiency placement testing.</i></p>	<p>2. What is the primary language(s) used to communicate in your home?</p> <p>_____</p> <p>3. What language(s) did your child learn first?</p> <p>_____</p> <p>4. What language(s) is most often used by your child at home?</p> <p>_____</p>

State of Oregon Language Use Survey

The 2020-21 Language Use Survey (LUS) is under development. Until the 2020-21 version is finalized, districts may choose to use either of the Language Use Surveys available on the ODE website.

Below is the United States Department of Education definition of an English learner.

The term “English learner,” when used with respect to an individual, means an individual —

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)
 - (i) who was not born in the United States or whose native language is a language other than English;
 - (ii)
 - (I) who is a Native American or Alaska Native, or a native resident of the outlying areas;
 - and
 - (II) 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
 - (iii) 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
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
 - (i) the ability to meet the challenging State academic standards;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

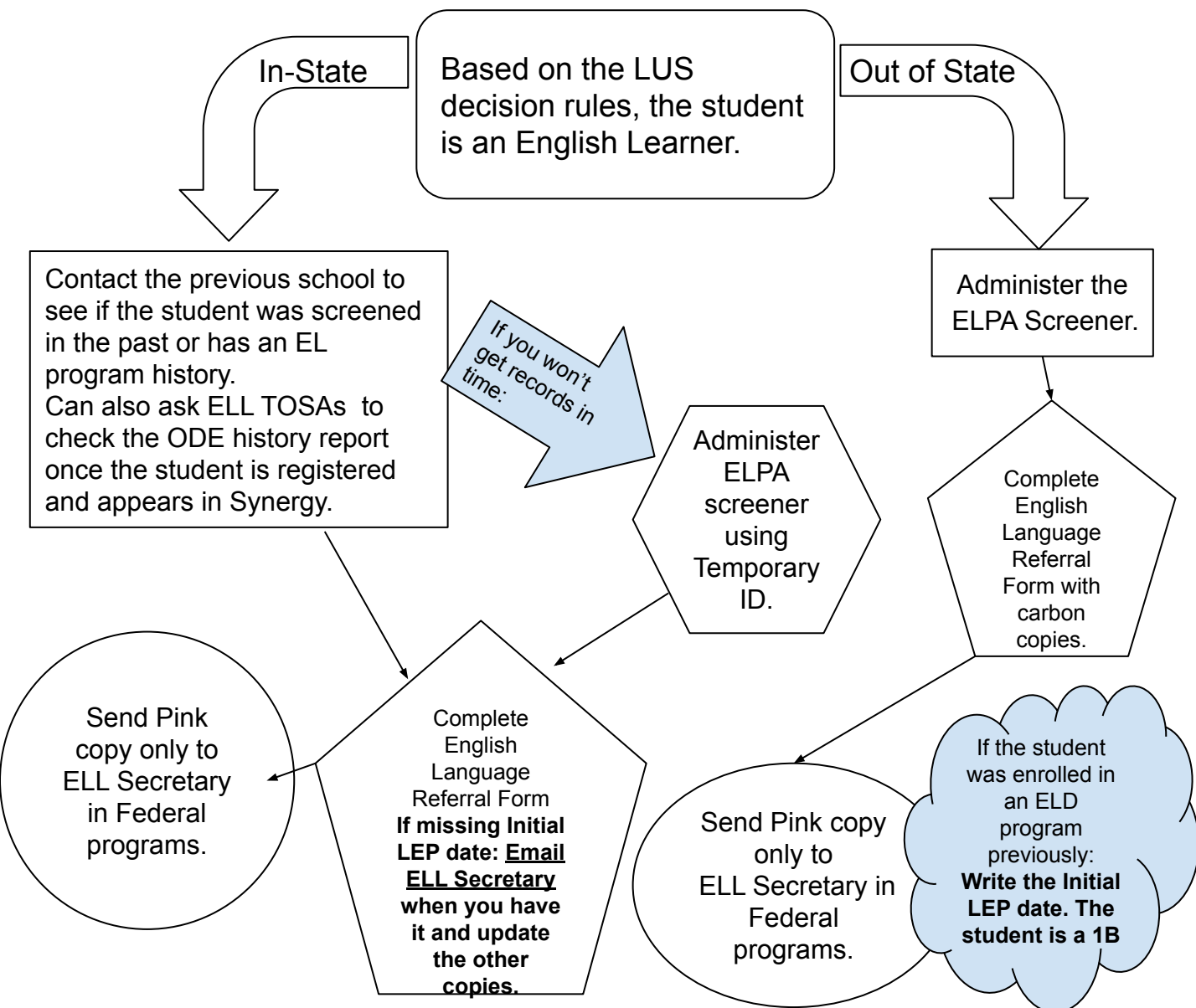
(ESEA Section 8101(20))

Use the flowchart below to determine next steps when new students move to your school.

Remember:

At the beginning of the school year, you have 30 calendar days from the start of the school year to determine eligibility and complete the English Language Learner Referral Form and turn it into the district office.

After the 30 day cut off, you have ten school days from the day the student registers to determine program placement, complete the English Language Learner Referral Form and turn it into the district office.



If the student needs a New ELL folder: check the box at the bottom of the Referral page.

- When you receive the folder: place the white copy in it and initial the inside page.
- Place the purple folder in the student's cumulative file in the front office of your school.

Make a "Working file" for your own records.

- Place the yellow copy in that file.

English Language Learner Referral Form

Purpose: To determine eligibility for ELL Services.

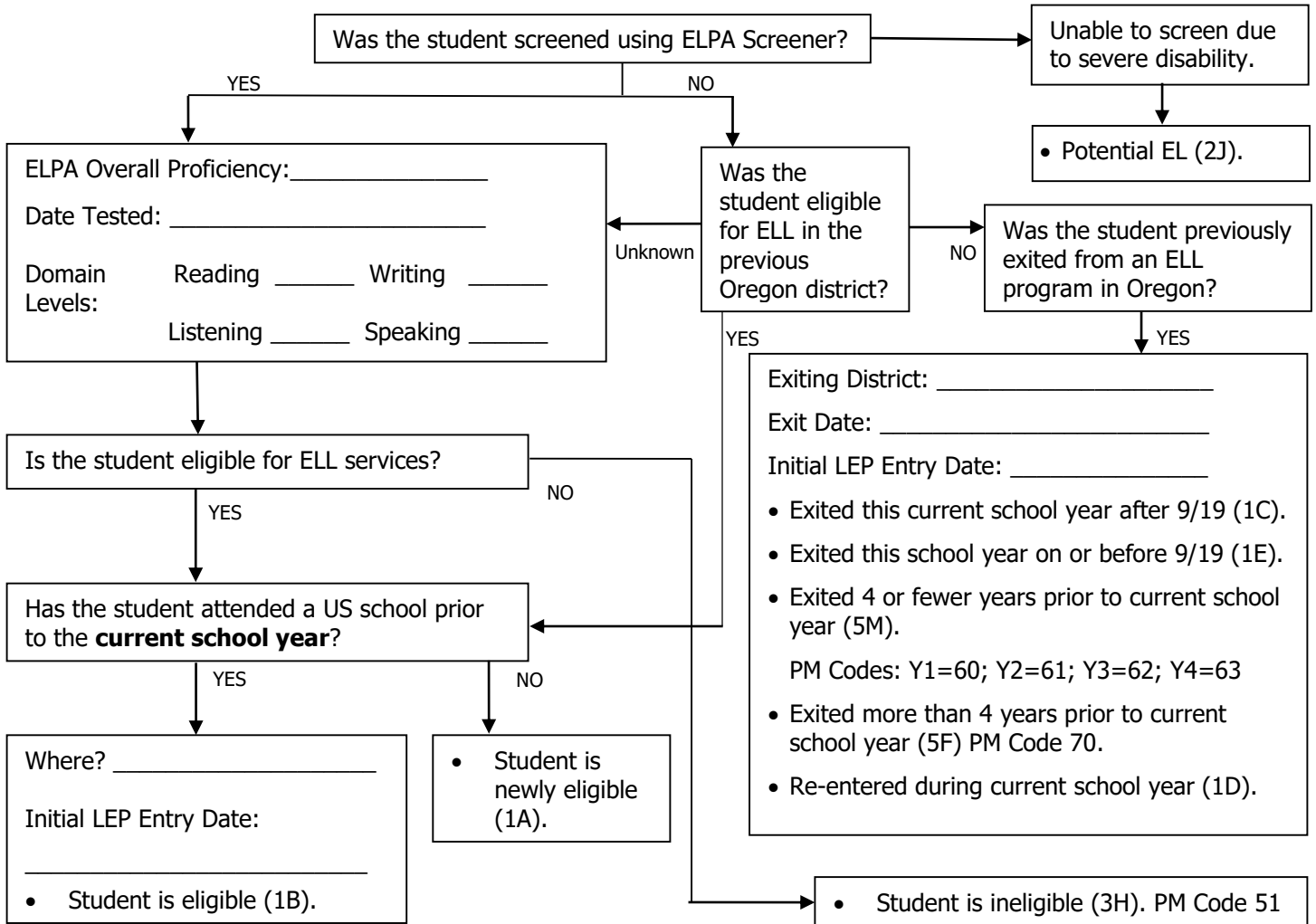
Student Name _____ ID# _____ Grade _____

School _____ Date of Birth: _____

Referred by: Language Use Survey Date: _____ Primary home language that initiated screening: _____

Teacher/Staff: Name: _____ ODE History Report Parent/Guardian

Information: 1. Complete boxes and circle Record Types and Program Model Codes as appropriate:



2. If eligible, circle appropriate Program Model (PM) Codes:

21 ELD Push-in 22 ELD Pullout 23 ELD Class Period 30 Sheltered Instruction 12 Two-way Immersion

Submitted by: _____ ELL Teacher's Signature _____ Date

Approved for Referral by: _____ Principal or Designee _____ Date

____ New ELL Folder Needed

ELL Program Entry Date (if eligible): _____ Synergy Entry Date (for District Office use only): _____

(Date)

Program Eligibility Parent Notification Letter

Dear Parents/Guardians:

Based on your responses on the Language Use Survey, your student was screened and has been identified for service in the Medford School District English Language Learner (ELL) Program. The ELL Program supports learning English by providing help with communication, academics and transition to the school environment. Parent notification is a requirement of the federal *No Child Left Behind Act* and its reauthorization, which is called the *Every Student Succeeds Act*.

Based on the results of the ELPA21 Screener, a language proficiency assessment, your child is eligible to receive services through the ELL Program. Your child's results on the ELPA21 Screener indicate that the English proficiency of your child is as follows:

Total/Language Proficiency Level: _____

1= Emerging

2= Progressing

3= Proficient

The ELL Program supports your child as they learns English with instruction in oral and written communication. Parent notification is a requirement of the federal *No Child Left Behind Act* and its reauthorization, which is called the *Every Student Succeeds Act*. Each of our teaching models helps your child in meeting the requirements for moving up through the grade levels. If your child has a disability and an Individualized Education Program (IEP), improvement in his/her ability to understand, speak, read and write in English will help meet the objectives of your child's IEP.

ELL services available at each school may vary according to each school's particular needs. A detailed description of each model is available at your school:

- **Elementary Schools:** English Language Development
- **In the Middle & High Schools:** English Language Development Class Period, ELL Literacy, and/or ELL Content Area Support

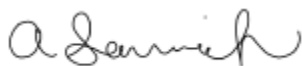
You retain rights pertaining to your student's education. You may refuse ELL services by completing a Parent Release Form ELL Services Waiver Form. State regulations require participation in annual ELPA testing until meeting the state-mandated criteria for exiting the program by testing "Proficient." ELL assistance help meet graduation requirement. During the 2020-2021 school year, the 4-year Cohort Graduation Rate for ELLs was 58.97%, compared to 84.7% for all students. The 5-year Completers rate for ELLs was 78.6%, compared to 85.5% for all students.

The Medford School District values your participation with the schools. MSD provides communication in Spanish and other languages. We invite you to ELL parent meetings in your school to discuss issues and learn about education in public schools and invite you to join the parent organizations at your child's school. Many elementary schools provide parent resource rooms where computers and home teaching materials are available so that you can help your child with school work. All schools provide interpreters for parent/teacher meetings and conferences. In the event that an in-person interpreter is not available, a phone-based interpretation service will be provided.



As a parent/guardian, you are entitled to certain rights pertaining to your child's education. You have the right to access your child's educational records. You may refuse ELL services for your child by completing a Parent Release Form ELL Services Waiver Form. State regulations require that your child continue to participate in annual ELPA21 testing until he/she meets the state-mandated criteria for Exiting the program. Students who earn an overall proficiency determination of "Proficient" meet the requirements to be exited from the ELL Program.

If you have any questions regarding your student's progress in learning English, please contact your school or the district office.



Angelina Scarminach
Coordinadora de Educación Emergente Multilingüe y Migrante
Distrito Escolar de Medford

(fecha)

Carta de Notificación a los Padres de Elegibilidad del Programa

Estimados padres/tutores:

Según sus respuestas en la Encuesta Sobre el Uso del Idioma, su alumno fue evaluado y ha sido identificado para el servicio en el Programa de Principiantes del Idioma Inglés (ELL, por sus siglas en inglés) del Distrito Escolar de Medford. El Programa ELL apoya el aprendizaje del inglés proporcionando ayuda con la comunicación, lo académico y la transición al entorno escolar. La notificación a los padres es un requisito de la ley federal *Que Ningún Niño se Quede Atrás* y su reautorización, mejor conocida como *La Ley Cada Estudiante Triunfa*.

Según los resultados de la Evaluación ELPA21, una evaluación del dominio del idioma, su hijo(a) es elegible para recibir servicios a través del Programa ELL. Los resultados de su hijo(a) en la Evaluación ELPA21 indican que el dominio del inglés de su hijo es el siguiente:

Total/Nivel de Dominio del Idioma: _____
1= Emergente **2= Progresando** **3= Competente**

El Programa ELL apoya a su hijo(a) mientras aprende inglés con instrucción en comunicación oral y escrita. La notificación a los padres es un requisito de la ley federal *Que Ningún Niño se Quede Atrás* y su reautorización, mejor conocida como *La Ley Cada Estudiante Triunfa*. Cada uno de nuestros modelos de instrucción le ayudan a su hijo(a) a cumplir con las normas necesarias para poder avanzar dentro del marco escolar. Si su hijo(a) padece de una discapacidad y cuenta con un Programa de Educación Individualizada (IEP, por sus siglas en inglés), la mejoría en su habilidad para entender, hablar, leer y escribir en inglés le servirán para poder alcanzar los objetivos de su IEP.

Los servicios ELL disponibles en cada escuela pueden variar, dependiendo de las necesidades particulares de la escuela. Una descripción detallada de cada modelo se encuentra disponible en su escuela correspondiente.

- **Escuelas Primarias:** Desarrollo del Idioma Inglés
- **En las Escuelas Secundarias y Preparatorias:** Un Periodo de Clase de Desarrollo del Idioma Inglés, Alfabetización ELL y/o Servicios de ELL de Apoyo en Clases de Contenido Académico

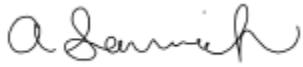
Usted conserva los derechos relacionados a la educación de su hijo(a). Usted puede rechazar los servicios ELL completando un impreso titulado: "Rechazo Paternal de Servicios ELL." Sin embargo, las regulaciones estatales requieren que su hijo(a) siga tomando la prueba anual de ELPA hasta que cumpla con los criterios exigidos por el estado para salir del programa, obteniendo una calificación de "Competente". La asistencia de ELL ayuda a cumplir con los requisitos de graduación. Durante el año escolar 2020-2021, la Tasa de Graduación del Cohorte de 4 años para los ELLs fue del 58.97%, en comparación con el 84.7% de todos los estudiantes. La tasa para los ELLs que se gradúan en 5 años fue del 78.6%, en comparación con el 85.5% de todos los estudiantes.

El Distrito Escolar de Medford aprecia su participación en las escuelas. MSD proporciona comunicación en español y otros idiomas. Los invitamos a las reuniones de padres ELL en su escuela para platicar sobre temas y aprender sobre la educación en las escuelas públicas y los invitamos a que se unan a las organizaciones de padres en las escuelas de sus hijos. Varias escuelas primarias ofrecen salones de recursos para padres donde hay computadoras y material para la enseñanza en casa disponible, para que usted pueda ayudarle a su hijo con el trabajo escolar. Todas las escuelas proporcionan intérpretes para las reuniones o conferencias de padres y maestros. En caso de que no haya un intérprete en persona disponible, se proporcionarían servicios de interpretación por teléfono.

Como padre/tutor, usted cuenta con ciertos derechos relacionados a la educación de su hijo(a). Tiene derecho a acceder a

los registros educativos de su hijo(a). Usted puede rechazar los servicios ELL de su hijo(a) a través del impreso titulado: "Rechazo Paternal de Servicios ELL." Sin embargo, las regulaciones estatales requieren que su hijo(a) siga tomando la prueba anual de ELPA21 hasta que cumpla con los criterios exigidos por el estado para salir del programa. Los estudiantes que obtienen una determinación de dominio total "Competente" cumplen con los requisitos para salir del Programa ELL.

Si usted tiene alguna pregunta sobre el progreso de su alumno en el aprendizaje del inglés, por favor, póngase en contacto con su escuela o la oficina del distrito.



Angelina Scarminach
Coordinadora de Educación Emergente Multilingüe y Migrante
Distrito Escolar de Medford

[Date]

Annual ELL Parent Notification Letter

To the Parent/Guardian of:

Greetings!

In the spring of 2022, your child had the opportunity to take the English Language Proficiency Assessment (ELPA), a required state language test. The ELPA test measured your child's progress on the English Language Proficiency (ELP) Standards, adopted in 2014. Based on the results of the most recent ELPA assessment and classroom performance, your child continues to be eligible to receive services in the English Language Learner (ELL) Program.

The ELL Program supports your child as they learn English with instruction in oral and written communication. Parent notification is a requirement of the federal *No Child Left Behind Act* and its reauthorization, which is called the *Every Student Succeeds Act*.

Each of our teaching models helps your child in meeting the requirements for moving up through the grade levels. If your child has a disability and an Individualized Education Program (IEP), improvement in his/her ability to understand, speak, read and write in English will help meet the objectives of your child's IEP.


The specific ELL services available at each school may vary according to each school's particular needs. A detailed description of each model is available at your school:

- **Elementary Schools:** English Language Development
- **In the Middle & High Schools:** English Language Development Class Period, ELL Literacy, and/or ELL Content Area Support

As a parent/guardian, you are entitled to certain rights pertaining to your child's education. You may refuse ELL services for your child by completing a Parent Release Form ELL Services Waiver Form. State regulations require that your child continue to participate in annual ELPA testing until they meet the state-mandated criteria for exiting the program by testing "Proficient." ELL assistance helps students meet the graduation requirements. During the 2020-2021 school year, the 4-year Cohort Graduation Rate for ELLs was 58.97%, compared to 84.7% for all students. The 5-year Completers rate for ELLs was 78.6%, compared to 85.5% for all students.

If you have any questions, please contact your school or the district office.

Sincerely,



Angelina Scarminach
Emerging Multilingual and Migrant Education Coordinator
Medford School District

[fecha]

Carta de Notificación Anual Para Padres de Alumnos ELL

Para los padres/tutores de:

¡Saludos!

Durante la primavera del 2022, su hijo tuvo la oportunidad de tomar la Evaluación de Competencia en el Idioma Inglés (ELPA, por sus siglas en inglés), la cual es una prueba de aptitud idiomática que requiere el estado. La prueba ELPA midió el progreso de su hijo en los Estándares de Dominio del Idioma Inglés (ELP, por sus siglas en inglés), adoptados en el 2014. Basado en los resultados de la evaluación ELPA más reciente, además del desempeño en el salón de clases, su hijo(a) continúa siendo elegible para recibir servicios del Programa de Principiantes del Idioma Inglés (ELL, por sus siglas en inglés).

El Programa ELL apoya a su hijo(a) mientras aprende inglés, con instrucción en el área de comunicación oral y escrita. La notificación a los padres es un requisito de la ley federal *Que Ningún Niño se quede Atrás* y su reautorización, mejor conocida como *La Ley Cada Estudiante Triunfa*.

Cada uno de nuestros modelos de instrucción le ayudan a su hijo(a) a cumplir con las normas necesarias para poder avanzar dentro del marco escolar. Si su hijo(a) padece de una discapacidad y cuenta con un Programa de Educación Individualizada (IEP, por sus siglas en inglés), la mejoría en su habilidad para entender, hablar, leer y escribir en inglés le servirán para poder alcanzar los objetivos de su IEP.

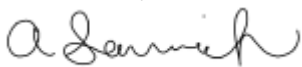
Los servicios específicos de ELL disponibles en cada escuela podrían variar, dependiendo de las necesidades particulares de la escuela. La descripción detallada de cada modelo se encuentra disponible en su escuela correspondiente.

- **Escuelas Primarias:** Desarrollo del Idioma Inglés
- **En las Escuelas Secundarias y Preparatorias:** Un Periodo de Clase de Desarrollo del Idioma Inglés, Alfabetización ELL y/o Servicios de ELL de Apoyo en Clases de Contenido Académico

Como padre/tutor, usted cuenta con ciertos derechos relacionados a la educación de su hijo(a). Usted puede rechazar los servicios ELL de su hijo(a) a través del impreso titulado: "Rechazo Paternal de Servicios ELL." Sin embargo, las regulaciones estatales requieren que su hijo(a) siga tomando la prueba anual de ELPA hasta que cumpla con los criterios exigidos por el estado para salir del programa, obteniendo una calificación de "Competente". La asistencia de ELL ayuda a cumplir con los requisitos de graduación. Durante el año escolar 2020-2021, la Tasa de Graduación del Cohorte de 4 años para los ELLs fue del 58.97%, en comparación con el 82.4% de todos los estudiantes. La tasa para los ELLs que se gradúan en 5 años fue del 78.6%, en comparación con el 85.5% de todos los estudiantes.

Si usted tiene alguna pregunta, por favor, póngase en contacto con la escuela correspondiente o la oficina del distrito.

Cordialmente,



Angelina Scarminach
Coordinadora de Educación Emergente Multilingüe y Migrante
Distrito Escolar de Medford

Initial Fluent Parent Notification Letter

Date:

To the Parent/Guardian of:

Dear Parents/Guardians:

You completed a Language Use Survey when your child registered for school. On that form, you indicated that your child speaks a language other than English in the home. Based on this information, the school assessed your child on ____ to determine his or her eligibility for placement in the English Learner Program.

The ELPA Screener, an Oregon approved assessment tool, was used to test your child's English language abilities in speaking, reading, writing, and listening. The results of the ELPA Screener help determine his or her level of English language proficiency and eligibility to receive English Learner services.

Your child scored a __ in reading __ in writing , __ in speaking, and __ in listening, which indicate that he or she is English language proficient. Therefore, your child will not be placed in the English Learner Program, as he/she does not qualify for these services. Your child will receive instruction in the mainstream, general education classroom.

Thank you for your interest in the quality of your child's education. Please keep this letter for your records. The school will maintain a copy in your child's cumulative file.

If you have any questions, please contact your school's ELL teacher or the Medford School District Office at 541-842-3633.

Sincerely,



Angelina Scarminach
Emerging Multilingual and Migrant Education Coordinator
Medford School District

Carta de notificación inicial para padres que hablan con fluidez

Fecha

Para los padres/tutor de:

Estimados padres / tutores:

Completó una encuesta de uso del idioma cuando su hijo se inscribió en la escuela. En ese formulario, indicó que su hijo(a) en el hogar habla un idioma diferente al inglés. Con base a esta información, la escuela evaluó a su hijo(a) el día _____ para determinar su elegibilidad para la asignación al Programa para Estudiantes de Inglés.

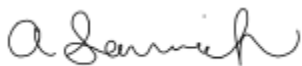
La prueba ELPA Screener es una herramienta de evaluación aprobada por Oregón, se usó para evaluar las habilidades del idioma inglés de su hijo para hablar, leer, escribir y escuchar. Los resultados del ELPA Screener ayudan a determinar su nivel de competencia en el idioma inglés y su elegibilidad para recibir los servicios de estudiantes de inglés.

Su hijo (a) obtuvo un __ en lectura, __ en escritura, __ en hablar, y __ en escuchar, lo que indica que él o ella es competente en el idioma inglés. Por lo tanto, su hijo (a) no será colocado en el Programa de Aprendizaje de Inglés, ya que él / ella no califica para estos servicios. Su hijo (a) recibirá instrucción en el salón de educación general.

Gracias por su interés en la calidad de la educación de su hijo (a). Por favor, guarde esta carta para sus registros. La escuela mantendrá una copia en el archivo acumulativo de su hijo (a).

Si tiene alguna pregunta, comuníquese con el maestro de ELL de su escuela o la Oficina del Distrito Escolar de Medford al 541-842-3633.

Sinceramente,



Angelina Scarminach
Coordinadora de Educación Emergente Multilingüe y Migrante
Distrito Escolar de Medford

Parent Release from ELL Services Waiver Form

I understand that based on initial assessment my son/daughter _____ has been identified for the English Language Learner (ELL) program in Medford School District 549C. Based on this identification, my student is eligible to receive services to improve reading, writing, and communication in English in our schools. My student is currently in:

_____ ELL Pullout: ELD Instruction (Elementary Grades)

_____ ELL Class Period: ELD Instruction (Middle and High School Grades)

The English Language Learner (ELL) services provide assistance in learning English and in gaining full participation in our schools. The ELL program and services have been explained to me, and I understand that I have the right to waive this option for my son/daughter.

By state requirement, my child will be tested annually on the ELPA exam. I understand that parents have the right to review the student's growth in English Language Development.

I request that my child no longer receive ELL services. I understand that this request must be renewed annually (within 30 days of the beginning of a new school year) in order to remain in effect.

Name of Student

School/Grade

Student's District ID Number

Parent/Guardian

Date

Principal's Signature

Date

ELL Teacher's Signature

Date

**Copy kept for
ELL Teacher**

**Copy to ELL
Supervisor**

**Copy sent to
CUM File**

**Copy for
Parent/Guardian**

(White)

(Yellow)

(Pink)

(Golden)

DISTRITO ESCOLAR DE MEDFORD 549C
Forma de La Liberación de Servicios de ELL para los Padres

Entiendo que basándose en una evaluación inicial mi hijo _____ fue identificado para el programa Estudiante de inglés como Segunda Lengua (Con siglas en inglés ELL) en el distrito escolar de Medford 549C. Basándose en esa identificación mi estudiante recibirá los servicios para mejorar la lectura, escritura y comunicación en inglés. Actualmente mi estudiante está en:

_____ Retirado de ELL: Instrucción ELD (en Primaria)

_____ Período de clase ELL: Instrucción ELD (en la secundaria y preparatoria)

Los servicios de "Estudiantes de inglés como segunda lengua" (en inglés ELL) ofrecen ayuda para aprender inglés y para obtener la participación completa en nuestras escuelas. Me han explicado el programa **ELL** y yo entiendo que tengo derecho a renunciar esta opción para mi estudiante.

El estado requiere que mi hijo tome anualmente el examen ELPA y los padres tienen derecho a revisar el crecimiento del estudiante en el aprendizaje de inglés como segunda lengua (ELD).

Solicito que mi estudiante no reciba los servicios de ELL y que sea sacado del Programa ELL. Entiendo que esta solicitud debe ser renovada anualmente (dentro de 30 días del principio del nuevo año escolar) con el fin de permanecer en efecto.

Nombre del Estudiante

Escuela/Grado

Número de identificación del distrito del estudiante

Padres/Guardián

Fecha

Director

Fecha

Maestro de ELL

Fecha

Copia para
Maestro de
ELL _____
(Blanco)

Copia para
Supervisor de
ELL _____
(Amarillo)

Copia para
Archivo CUM

(Rosa)

Copia para
Padre/Guardián

(Anaranjado)

8/19/2020 Revisado

English Language Learner Program Exit Letter

Student Name: _____ Student ID: _____
School: _____ Grade: _____

Dear Parent or Guardian:

On _____, your child scored Proficient on the Oregon English Language Proficiency Assessment (ELPA), which measures English proficiency.

Based on a scale of 1-5, s/he scored as follows:

Reading: _____ Writing: _____ Listening: _____ Speaking: _____

As a result of your child's improvement in English language proficiency, s/he will no longer participate in the school district's English Language Learner (ELL) Program services, effective _____.
(Exit Date)

Your child's academic progress will be tracked for at least four years to ensure that s/he is succeeding academically. If you, your child or a teacher thinks that your child's academic success is negatively impacted because s/he needs additional English language instruction, we will meet to determine whether it would be appropriate to re-enter your child in the ELL Program. If you have any questions or concerns, please call your child's school or teacher.

Sincerely,

(ELL Teacher's Printed Name)	(ELL Teacher's Signature)	(Date)
(Administrator's Printed Name)	(Administrator's Signature)	(Date)
(Classroom Teacher's Printed Name)	(Classroom Teacher's Signature)	(Date)
(SPED Teacher's Printed Name)	(SPED Teacher's Signature)	(Date)

Parent or Guardian: Please complete the section below and return the entire form to your child's school.

I understand that my child is being exited from the ELL Program and that s/he will now receive an education without English Language Development (ELD) instruction. S/he will be monitored for at least four years to ensure academic success.

(Parent's or Guardian's Name)	(Parent's or Guardian's Signature)	(Date)
-------------------------------	------------------------------------	--------

White copy: To Cumulative File Yellow Copy: To Parent Pink Copy: To District Office

Carta de Salida del Programa de Aprendices del Idioma de Inglés

Nombre de Estudiante: _____ Num. Estudiantil: _____
Escuela: _____ Grado: _____

Querido Padre o Tutor:

En _____, su hijo/a consiguió una calificación de Competente en el Examen de Dominio del Idioma de Inglés de Oregon (ELPA), que mide el dominio del Inglés.

Basado en una escala de 1-5, el/ella consiguió lo siguiente:

Lectura: _____ Escritura: _____ Audio: _____ Habla: _____

Como resultado del mejoramiento de su hijo en el dominio del idioma de inglés, el/ella ya no participara en los servicios del Programa de los Aprendices del Idioma de Inglés (ELL) en el distrito escolar, efectivo _____.
(Fecha de Salida)

El progreso académico de su hijo será monitoreado por lo menos cuatro años para asegurar que el/ella este teniendo éxito académico. Si usted, su hijo/a o un maestro piensa que el éxito académico de su hijo/a esta siendo negativamente impactado porque el/ella necesita instrucción adicional del idioma de inglés, nos reuniremos para determinar si sería apropiado volver a ingresar a su hijo/a en el Programa de ELL. Si tiene cualquier pregunta o preocupación, por favor comuníquese con la escuela de su hijo/a o maestro.

Sinceramente,

_____	_____	_____
(Nombre Escrito del Maestro de ELL)	(Firma del Maestro de ELL)	(Fecha)
_____	_____	_____
(Nombre Escrito del Administrador)	(Firma del Administrador)	(Fecha)
_____	_____	_____
(Nombre Escrito del Maestro de Salon)	(Firma del Maestro de Salon)	(Fecha)
_____	_____	_____
(Nombre Escrito del Maestro de SPED)	(Firma del Maestro de SPED)	(Fecha)

Padre o Tutor: Por favor complete la seccion de abajo y devuelva la solicitud completa a la escuela de su hijo.

Yo entiendo que mi hijo esta saliendo del Programa de ELL y que el/ella ahora recibira una educacion sin instrucción del Desarrollo del Idioma de Inglés. El/ella sera monitoreado por lo menos por cuatro años para asegurar el éxito académico.

(Nombre del Padre o Tutor) (Firma del Padre o Tutor) (Fecha)

ELL Monitoring Form

Date: _____ Teacher Name _____

Student Name: _____ Monitor Year: 1 2 3 or 4 (circle one)

Students can experience academic struggles for many reasons. The purpose of the ELL Monitoring process is to determine whether or not students continue to demonstrate limited English language proficiency that would indicate re-entry into the ELL program, or if a student is struggling due to low academic skills or other concerns, in which case the regular classroom instruction must be adapted to better meet the student's needs.

Examples of evidence of English language proficiency issues:

- The student frequently uses grammatical structures/verb tenses that do not exactly address the requirements of the communication task. (i.e. When asked what *would have* happened if a variable was changed in a science experiment, the student responds with the past or future tense: “ ___ happened” or “ ___ will happen” instead of “ ___ would have happened” or “ ___ would happen”.)
- The student lacks commonly used academic vocabulary (not content specific), such as “accurate, essential, variety, reaction, indicate, etc.” to the extent that even with typical age-appropriate prompting and review, the student doesn't respond appropriately to instructions and prompts in an academic setting.

Examples of evidence of academic and/or behavioral issues:

- Writing lacks organization or proper convention usage.
- Reading decoding and/or fluency skills are not up to benchmark.
- Student lacks content-specific vocabulary and/or skills.
- Student has poor attendance and/or work completion habits (assuming that the student does not also exhibit signs of limited English proficiency that could be an underlying cause).

Is this student making adequate academic progress? (check one)

_____ **Yes, this student is making adequate progress.**

_____ **No, this student is not making adequate progress, but it is likely not due to language proficiency. Rather, it is due to _____.**

_____ **No, this student is not making adequate progress, and it could be due to language proficiency.**

Evidence that demonstrates limited English proficiency include: _____

If there is a concern with regards to this student's English language proficiency, the ELL Teacher assigned to this student will follow up with you within 2 weeks of receiving this form.

PLEASE RETURN THIS FORM TO THE ELL TEACHER WITHIN 1 WEEK OF THE END OF THE TERM.

For ELL Dept. Use Only:

1. Parent(s) Contacted: Date: _____ Comments: _____

2. ADEPT/Gap-finder Results: _____

3. Results of additional assessment(s): _____

4. Team Meeting Decision: Date: _____ Decision: _____

ELL Waived Student Monitoring Form: Directions

If the classroom teacher completes the ELL Waived Student Monitoring Form and answers indicate that language may be impacting the students' academic progress, ELD teacher(s) will review the following data:

1. ELPA scores for the past two years:
 - a. Is there improvement in the scores?
2. iReady reading diagnostic and/or progress-monitoring assessments for the last year.
3. Classroom report card/assessments

If the collected data indicates that the student is struggling to make academic progress and errors may be due to English Proficiency:

1. Classroom teacher contact parents to set up a meeting or discuss academic assessments over the phone.
 - a. Documentation of Phone call in Synergy and in Cumulative file.
2. Share the collected data with parents and explain concerns about academic progress.
3. Tell parents we have a legal obligation to share academic progress with them and let them know when we believe there may be a language barrier, but that they still have the right to waive ELD services if they would like to.
4. Ask parents if they would like to OPT IN to ELD services. Or if they would like to continue to waive services.
5. Document conversation with parent on the back of the ELL Waiver Monitoring Form.
 - a. Make a copy of the form: place a copy in Cumulative file and a copy in working file.

ELL Waived Student Monitoring Form

Student Name: _____

Date: _____ Teacher Name _____ Grade _____

Students can experience academic struggles for many reasons. The purpose of the monitoring students that have waived EL services is to determine whether or not students demonstrate limited English language proficiency that would best be addressed by entry into the ELL program. While the school team can make a suggestion to the family, it is a parent decision to opt into ELD services.

Examples of evidence of English language proficiency issues:

- The student frequently uses grammatical structures/verb tenses that do not exactly address the requirements of the communication task. (i.e. When asked what *would have* happened if a variable was changed in a science experiment, the student responds with the past or future tense: “ ___ happened” or “ ___ will happen” instead of “ ___ would have happened” or “ ___ would happen”.)
- The student lacks commonly used academic vocabulary (not content specific), such as “accurate, essential, variety, reaction, indicate, etc.” to the extent that even with typical age-appropriate prompting and review, the student doesn’t respond appropriately to instructions and prompts in an academic setting.

Examples of evidence of academic and/or behavioral issues:

- Writing lacks organization or proper convention usage.
- Reading decoding and/or fluency skills are not up to benchmark.
- Student lacks content-specific vocabulary and/or skills.
- Student has poor attendance and/or work completion habits (assuming that the student does not also exhibit signs of limited English proficiency that could be an underlying cause).

Is this student making adequate academic progress? (check one)

- Yes, this student is making adequate progress.**
- No, this student is not making adequate progress, but it is likely not due to language proficiency. Rather, it is due to _____.**
- No, this student is not making adequate progress, and it could be due to language proficiency. Evidence that demonstrates limited English proficiency include: _____.**

If there is a concern with regards to this student’s English language proficiency, the ELL Teacher assigned to this student will follow up with you within 2 weeks of receiving this form.

PLEASE RETURN THIS FORM TO THE ELL TEACHER WITHIN 1 WEEK OF THE END OF THE TERM.

For ELL Dept. Use Only:

1. Parent(s) Contacted: Date: _____ Comments: _____
2. Most Recent ELPA scores: _____
3. Results of additional assessment(s): _____
4. Team Meeting Decision: Date: _____ Decision: _____

Secondary ELL Student Monitoring Form

Student Name: _____ School _____ Grade _____

Date: _____ Team Member(s): _____

Students can experience academic struggles for many reasons. The purpose of the monitoring students that have waived EL services is to determine whether or not students demonstrate limited English language proficiency that would best be addressed by entry into the ELL program. While the school team can make a suggestion to the family, it is a parent decision to opt into ELD services.

Has the student failed one or more classes during the current school year?:

No if the answer to this question is No, then file this form in the student's cumulative file. You do not need to answer the other questions.

Yes: List the classes OR attach transcript.

Are the following concerns present?
Has the student missed more than 20% of school days? <input type="checkbox"/> Yes <input type="checkbox"/> No
Academic skills gaps DIRECTLY related to language (i.e. Reading and Writing). <input type="checkbox"/> Yes <input type="checkbox"/> No
Date of meeting with teacher(s) to discuss:

Recommendations:

- Continue to Monitor.
- Refer to Student Services.
- Meet with ELD team to discuss Services.
- Parent phone call. (Date phone call was completed: _____)

ELL Waived Student Monitoring Form

Student Name: _____ School _____ Grade _____

Date: _____ Team Member(s): _____

Students can experience academic struggles for many reasons. The purpose of the monitoring students that have waived EL services is to determine whether or not students demonstrate limited English language proficiency that would best be addressed by entry into the ELL program. While the school team can make a suggestion to the family, it is a parent decision to opt into ELD services.

Has the student failed one or more classes during the current school year?:

No if the answer to this question is No, then file this form in the student's cumulative file. You do not need to answer the other questions.

Yes: List the classes OR attach transcript.

Are the following concerns present?
Has the student missed more than 20% of school days? <input type="checkbox"/> Yes <input type="checkbox"/> No
Academic skills gaps DIRECTLY related to language (i.e. Reading and Writing). <input type="checkbox"/> Yes <input type="checkbox"/> No
Date of meeting with teacher(s) to discuss:

Recommendations:

- Continue to Monitor
- Refer to Student Services
- Meet with ELD team to discuss Services
- Parent phone call. (Date phone call was completed: _____)

Required English Learner Program Documents Checklist

Student Name: _____ DOB: _____ School ID: _____

<input checked="" type="checkbox"/> Active EL	Initials
Initial Language Use Survey	
Initial Identification Screener Results	
EL Referral Form	
Initial EL Program Eligibility and Placement Letter	
Annual EL Placement Parent Notification Letter or EL Parent Waiver SY: _____	
Annual State English Language Proficiency Assessment Results SY: _____	
Annual EL Placement Parent Notification Letter or EL Parent Waiver SY: _____	
Annual State English Language Proficiency Assessment Results SY: _____	
Annual EL Placement Parent Notification Letter or EL Parent Waiver SY: _____	
Annual State English Language Proficiency Assessment Results SY: _____	
Annual EL Placement Parent Notification Letter or EL Parent Waiver SY: _____	
Annual State English Language Proficiency Assessment Results SY: _____	
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Annual EL Placement Parent Notification Letter or EL Parent Waiver SY: _____	
Annual State English Language Proficiency Assessment Results SY: _____	
Annual EL Placement Parent Notification Letter or EL Parent Waiver SY: _____	
Annual State English Language Proficiency Assessment Results SY: _____	
Exit as Proficient Form and Letter	

<input checked="" type="checkbox"/> Did Not Qualify for EL Services	Initials
Initial Language Use Survey	
Initial Identification Screener Results	
EL Referral Form	
Initial Fluent Letter	

<input checked="" type="checkbox"/> Monitored EL	Initials
Year 1 Monitoring Evidence	
Year 2 Monitoring Evidence	
Year 3 Monitoring Evidence	
Year 4 Monitoring Evidence	
Re-entry into EL Program during Monitoring Letter	
Completion of Monitoring Letter	

Guidelines for Creating Student Schedules for ELLs Middle School

- I. In all decisions, the student's educational experiences, academic skills and social-emotional needs should be considered. With the exception of meeting legal requirements, decisions should be student-centered.

II. Core Class Placement

- a. Math: All students
- b. Science: All students
- c. Social Studies: All students unless the student's limited English proficiency and low academic skills cause the instruction to be inaccessible and a different course placement would better meet the needs of the student.
- d. English: ELP levels 3 and higher
- e. Health/PE: All students

III. ELL Services: Availability of services varies, but may include:

- a. ELD (Levels 1, 2, 3 or 4-5) *Legally required unless a Parent Waiver is on file.
- b. ELL Literacy (Literacy intervention class specifically for ELLs)
- c. ELL Support (Content area support/Tutoring/Homework Help)

- IV. **Electives:** Every effort should be made to provide all students access to an enrichment elective for at least one semester each year. To accomplish this, consider taking away 2nd semester Social Studies for ELD 1 or ELD 2 students or an intervention class for ELLs of any level.

- V. **Native Language Instruction:** The Heritage Spanish course is currently only available at McLoughlin..

- VI. **Special Education:** Students must receive services per their IEP. It is recommended that a Coordinated Service Plan (See attached document.) be completed by a team which includes, at minimum, a SPED Teacher, ELL Teacher and Dean.

VII. Other Placement Considerations:

- a. Clustering: To allow for efficient use of push-in support staff, strategic clustering is recommended with the following considerations:
 - i. Prioritization
 1. ELD levels 1 and 2 (especially for math and science)
 2. Academically struggling LTELs (especially for social studies and English)
 - ii. Clusters should not exceed 5 students per class.
- b. Team and/or Teacher placement:
 - i. Consider SEI training and implementation.
 - ii. Consider rotating clusters from year to year for equitable distribution.

Coordinated Service Plan (Intake and Scheduling Form) for ELLs with IEPs

School: _____

Attach current IEP.

Student Name: _____ Student ID: _____

Grade Level: _____ Resource Case Manager: _____

ELD teacher: _____ Date: _____

LANGUAGE ARTS / LITERACY

Assessment	Score	Date
Smarter Balanced ELA		
i-Ready Reading		
Maze		

What language arts / literacy course(s) should the student have? Select all that apply.

ENGLISH	<input type="checkbox"/> Core English	<input type="checkbox"/> Core English w/ SpEd push-in	<input type="checkbox"/> Core English w/ ELL assistant push-in	<input type="checkbox"/> Resource English
READING INTERVENTION	<input type="checkbox"/> Read 180 taught by:	<input type="checkbox"/> System 44 taught by:	<input type="checkbox"/> Achieve 3000	<input type="checkbox"/>
OTHER				

MATHEMATICS

Assessment	Score	Date
Smarter Balanced Math		
i-Ready Math		

What math course(s) should the student have? Select all that apply.

MATH	<input type="checkbox"/> Core Math	<input type="checkbox"/> Core Math w/ SpEd push-in	<input type="checkbox"/> Core Math w/ ELL assistant push-in	<input type="checkbox"/> Resource Math
MATH INTERVENTION	<input type="checkbox"/> Math 180 taught by:	<input type="checkbox"/>	<input type="checkbox"/>	
OTHER				

ENGLISH LANGUAGE DEVELOPMENT

Assessment	Score	Date
ELPA/ELPA Screener		

What ELL services are required for this student? Select all that apply.

ELD class	<input type="checkbox"/> ELD 1	<input type="checkbox"/> ELD 2	<input type="checkbox"/> ELD 3	<input type="checkbox"/> ELD 4-5
Sheltered Instruction <small>List Team/Teacher if applicable</small>	<input type="checkbox"/> Math:	<input type="checkbox"/> Science:	<input type="checkbox"/> Social Studies:	<input type="checkbox"/> English:
Supplemental ELL	<input type="checkbox"/> ELL Support	<input type="checkbox"/> Heritage Spanish	<input type="checkbox"/>	

What Special Education services are required for this student?

Math	English (reading, writing)	Speech (Language/Communication)	Behavioral	Other

What else do we know about the student?

What are some of the student's interests?	What electives might be a good fit for him/her?	What extracurricular activities might be of interest to him/her?
---	---	--

Are there any **attendance or discipline** issues to consider in creating the student's schedule?

Is the student listed as **homeless**? _____ **Migrant Ed**? _____ **SIFE**? _____

What **support services** might this student need?

Suggested accommodations for the regular education classroom:

Special Education accommodations:	English learner accommodations:
-----------------------------------	---------------------------------

Guidelines for Creating Student Schedules for ELLs High School

- I. In all decisions, the student’s educational experiences, academic skills and social-emotional needs should be considered. With the exception of meeting legal requirements, decisions should be student-centered.

II. Core Class Placement

a. General Guidelines

- i. Math: All students
- ii. Health/PE: All students
- iii. Social Studies:
 1. World Studies: ELP levels 2 and higher
 2. American Studies: ELP levels 3 and higher
- iv. Science: ELP levels 3 and higher (Possibly some ELP level 2s, if the student has high academic skills in science.)
- v. English: ELP levels 3 and higher

b. Long-term Planning

- i. Consider the possible need for a 5-year graduation plan.
- ii. To ensure progression, consider the following:
 1. Year 1: All ELLs take Math
 2. Year 2: All ELLs take Math and one additional graduation requirement class. The specific class is chosen based on accessibility of instruction (i.e. SEI strategies are used) and the student’s academic strengths and interests.
 3. Year 3: All ELLs take at least three graduation requirement classes, including ELA.

c. To Meet ELA Graduation Requirements

- i. Use summer school and credit retrieval options to accelerate earning of ELA credits.
- ii. Double-block as early as possible.
- iii. If the student has in all other ways met the graduation requirement, consider asking the principal to grant credit by proficiency, based on Work Samples, SBAC scores and demonstrated proficiency on the ELA standards in recent ELA class.

III. ELL Services: Availability of services varies, but may include:

- a. ELD (Levels 1, 2, 3 or 4-5) *Legally required unless a Parent Waiver is on file.
- b. ELL Literacy (Literacy intervention class specifically for ELLs)
- c. ELL Support (Content area support/Tutoring/Homework Help)

- IV. **Electives:** During grades 9-10, every effort should be made to provide all students access to an enrichment elective for at least one semester each year. To accomplish this, consider taking away an intervention or support class.

V. Academic Interventions:

- a. In grades 9-10, if students need both literacy and math intervention and the schedule is too tight, prioritize literacy intervention.
- b. Choose the most pedagogically appropriate intervention program. Current programs include:
 - i. System 44 (Recommended for ELP levels 3 and higher, unless modified and taught by ELL Specialist.)
 - ii. Read 180 (Recommended for ELP levels 3 and higher.)
 - iii. Achieve 3000 (Available in both English and Spanish.)
 - iv. Math 180 (Recommended for ELP levels 3 and higher.)

VI. Native Language Instruction: Utilize existing World Language placement assessments to place ELLs into an appropriate Spanish course, if the student is interested. Remember to consider Heritage and AP Spanish courses. Be sure to explain the benefits of continued L1 instruction, including SOU credit by proficiency, Biliteracy Seal and the positive impact on English language arts performance.

VII. Special Education: Students must receive services per their IEP. It is recommended that a Coordinated Service Plan (See attached document.) be completed by a team which includes, at minimum, a SPED Teacher, ELL Teacher and Counselor.

VIII. Other Placement Considerations:

- a. Clustering: To allow for efficient use of push-in support staff, strategic clustering is recommended with the following considerations:
 - i. Prioritization
 1. ELD levels 1 and 2 (especially for math and science)
 2. Academically struggling LTELs (especially for social studies and English)
 - ii. Clusters should not exceed 5 students per class.
- b. Team and/or Teacher placement:
 - i. Consider SEI training and implementation.
 - ii. Consider rotating clusters from year to year for equitable distribution.

Coordinated Service Plan (Intake and Scheduling Form) for ELLs with IEPs

School: _____

Attach current IEP.

Student Name: _____ Student ID: _____

Grade Level: _____ Resource Case Manager: _____

ELD teacher: _____ Date: _____

LANGUAGE ARTS / LITERACY

Assessment	Score	Date
Smarter Balanced ELA		
i-Ready Reading		
Maze		

What language arts / literacy course(s) should the student have? Select all that apply.

ENGLISH	<input type="checkbox"/> Core English	<input type="checkbox"/> Core English w/ SpEd push-in	<input type="checkbox"/> Core English w/ ELL assistant push-in	<input type="checkbox"/> Resource English
READING INTERVENTION	<input type="checkbox"/> Read 180 taught by:	<input type="checkbox"/> System 44 taught by:	<input type="checkbox"/> Achieve 3000	<input type="checkbox"/>
OTHER				

MATHEMATICS

Assessment	Score	Date
OAKS/Smarter Balanced Math		
i-Ready Math		

What math course(s) should the student have? Select all that apply.

MATH	<input type="checkbox"/> Core Math	<input type="checkbox"/> Core Math w/ SpEd push-in	<input type="checkbox"/> Core Math w/ ELL assistant push-in	<input type="checkbox"/> Resource Math
MATH INTERVENTION	<input type="checkbox"/> Math 180 taught by:	<input type="checkbox"/>	<input type="checkbox"/>	
OTHER				

ENGLISH LANGUAGE DEVELOPMENT

Assessment	Score	Date
ELPA/ELPA 21		

What ELL services are required for this student? Select all that apply.

ELD class	<input type="checkbox"/> ELD 1	<input type="checkbox"/> ELD 2	<input type="checkbox"/> ELD 3	<input type="checkbox"/> ELD 4-5
Sheltered Instruction <small>List Team/Teacher if applicable</small>	<input type="checkbox"/> Math:	<input type="checkbox"/> Science:	<input type="checkbox"/> Social Studies:	<input type="checkbox"/> English:
Supplemental ELL	<input type="checkbox"/> ELL Support	<input type="checkbox"/> Heritage Spanish	<input type="checkbox"/>	

What Special Education services are required for this student?

Math	English (reading, writing)	Speech (Language/Communication)	Behavioral	Other

What else do we know about the student?

What are some of the student's interests?	What electives might be a good fit for him/her?	What extracurricular activities might be of interest to him/her?
---	---	--

Are there any **attendance or discipline** issues to consider in creating the student's schedule?

Is the student listed as **homeless**? _____ **Migrant Ed**? _____ **SIFE**? _____

What **support services** might this student need?

Suggested accommodations for the regular education classroom:

Special Education accommodations:	English learner accommodations:
-----------------------------------	---------------------------------

Sample 5-year Plan for a Freshman Newcomer

Course	Grade 9	Grade 10	Grade 11	Grade 12	Grade 12+
Math	X	X	X	X (if needed)	
PE	X				
Health (Personal and Family)			X		X
Social Studies (World St., American St., Econ/Gov.)		X	X		X
Science			X	X	X
ELA			X	XX (Double- block if needed)	X

Interpreter Request Form

For an immediate Spanish Language Interpreter please call 541.842.3637

If your building has a District Approved Spanish Language Interpreter, you may use this person during regular work hours with Administrator approval. (see list below)

If you need an Interpreter after hours or do not have an Interpreter available during regular hours, please complete the Interpreter Request Form.

For languages other than Spanish, you must complete the Interpreter Request Form.

TIER II QUALIFIED

Name	Building	Position
Aracely Cabrera	Howard	Classified
Maribel Garica	Jackson	Classified
Rina Sierra	Jefferson	Licensed
Monica Meza Solorio	Roosevelt	Classified
Maria Topete	Washington	Classified
Sandy Chavez	Wilson	Classified
Jorge Ruiz	Wilson	Classified
Sara Lopez	SMHS	Classified
Alma Medrano	NMHS	Classified
Yolanda Ortega	NMHS	Classified
Laura Sanglas Crespi	NMHS	Classified
Iris Smith	NMHS	Classified

TIER III QUALIFIED

Name	Building	Position
Maria "Arlene" Siordia	Abe Lincoln	Classified
Brenda Angel	Jackson	Classified
Margarita Duron	Jackson	Classified
Maria Martin	Jackson	Classified
Ana Murray	Jackson	Classified
Adelita Romero	Jackson	Classified
Alma Meza	Kennedy	Classified
Jacqueline Esparza	Oak Grove	Classified
Tere Duran	Washington	Classified
Patricia Soltz	McLoughlin	Classified
Eunice Pineda	McLoughlin	Classified
Tomas Duarte	Hedrick	Classified
Erica Avalos	NMHS	Classified
Nora Chavez	SMHS	Classified
Maricela Calderon	District Office	Classified
Rocio Sanchez	District Office	Classified
Miria Mercado	District Office	Classified
Huridis Fortuna Vincente	District Office	Classified
Jose Villalobos	District Office	Classified

Interpreter Request Form

Meeting Date:
Click to enter a date.

Language Required
Click to enter text.

Meeting Location:
Choose an item.

Interpreter Start Time:
Click to enter text.

Interpreter End Time:
Click to enter text.

Preferred Interpreter:
Choose an item.

Requester name and phone:
Click to enter text.

Please select the Tier that best describes your need and provide essential details.
E-mail this completed form to Janet Coupe.

Please choose one:

- Tier I – General communication, including phone calls, inviting parents to a meeting.
- Tier II – Parent/Teacher conferences and similar meetings, suspension meetings, meetings that include law enforcement, formal meetings, presentations to parents at evening events, SLT meetings.
- Tier III – Expulsion hearings and other meeting of legal nature, presentation to community members, initial eligibility, annual IEP meetings for SPED, simultaneous presentations.

- Only Tier II or Tier III qualified interpreters can interpret for Tier II interpretation tasks.
- Only Tier III qualified interpreters can interpret for Tier III interpretation tasks.

Details of Interpreting Request:

Do you need Interpreting Equipment? Yes No

** We will make this request if you mark yes. Be sure your event is in School Dude if you need equipment.*

For Office Use Only:

Interpreter scheduled Click to enter text.

Date: Click to enter a date.

Process for Students that are Erroneously Identified

Error is Noticed	Conference with EL TOSA and Federal Programs Coordinator to discuss.
If in Agreement, the ELL teacher does the following:	<ol style="list-style-type: none">1. Notify the family that an error may have been caught via email, letter or documented phone call.2. Phone call/parent conference to explain the error and that the student would be moved out of ELD due to this.3. Parent agreement is obtained for the change.4. A letter is drafted by the teacher summarizing the error and has this statement at the bottom: " (Student) was erroneously identified as an EL student in (year). (Student)'s records will be updated on (date) to reflect the error and (student) is now removed from the English Learner program in Medford School District.5. ELL teacher signs the letter.
Filing the Letter	<ol style="list-style-type: none">1. A copy is placed in the Cumulative file2. A copy is sent to the student's family3. A copy is sent to the ELL Program Secretary
ELL Secretary	Makes the change in Synergy.

Re-Entry Into ELL Program Process	
Pre-Screening Meeting	<p>Participants: Parent, Classroom teacher, ELL specialist/ELD teacher, Special education teacher if applicable and Administrator</p> <p>The team reviews work samples and evidence of a possible language gap. The team makes the decision to administer the ELPA Screener or look at other interventions.</p> <p>If the team agrees to screening the student for ELD, they will need to get written permission from the parent.</p>
ELPA Screener (if determined by the team)	<p>ELD teacher administers the ELPA Screener and shares results with the team when scores are available.</p>
If the student QUALIFIES for the ELL Program	<ol style="list-style-type: none"> 1. ELD teacher completes the English Language Learner Referral Form with ELPA screener scores. 2. The teacher will circle that the student: “Re-entered during current school year (1D).” 3. ELD teacher places a copy of the ELPA score report in the student Cumulative file, along with the English Language Learner Referral Form and the written parent permission to administer the screener. 4. ELD teacher sends the pink copy of the English Language Referral form to the ELL Secretary to be entered into Synergy.
If the student DOES NOT qualify for the ELL Program	<p>ELD teacher places a copy of the ELPA screener scores in the Cumulative file, along with the written parent permission to administer the screener.</p>

Growth Measures by Subject, Grade, and Beginning Placement Level

Typical Growth marks the median annual *i-Ready Diagnostic* scale score growth for each grade and placement category.

Stretch Growth is the academic year growth that a student should target to put them on a path to attaining **or** maintaining grade-level proficiency.

The Stretch Growth values below are based on longitudinal analysis of national data from the 2015–2016 and 2016–2017 school years, but they are applicable to *i-Ready Diagnostic* assessments taken in future years.

Mathematics Growth Measures by Grade and Beginning Placement Level

Mathematics Typical Growth									
Fall Diagnostic Placement Level	K	1	2	3	4	5	6	7	8
On Grade Level, Mid, Late, or Above	21	21	18	21	19	14	13	11	9
On Grade Level, Early	24	26	22	25	23	18	13	12	9
One Grade Level Below	32	29	26	26	23	18	14	12	9
Two Grade Levels Below	–	36	29	27	23	18	14	13	10
Three or More Grade Levels Below	–	–	–	30	24	20	15	13	12

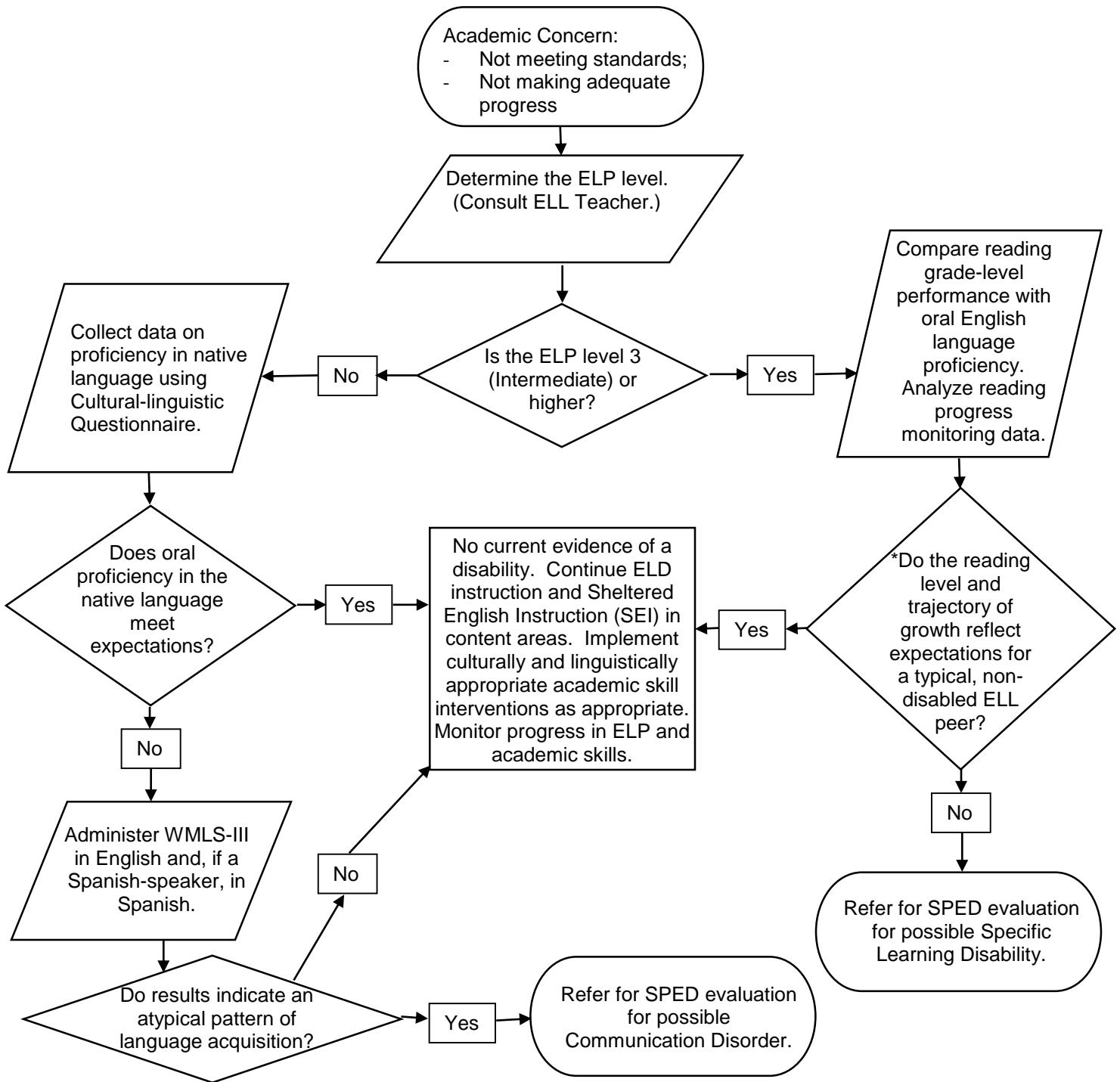
Mathematics Stretch Growth									
Fall Diagnostic Placement Level	K	1	2	3	4	5	6	7	8
On Grade Level, Mid, Late, or Above	35	32	31	30	24	20	20	20	19
On Grade Level, Early	38	36	35	34	33	29	25	22	21
One Grade Level Below	39	37	36	35	34	31	26	23	22
Two Grade Levels Below	–	57	48	43	41	35	30	25	23
Three or More Grade Levels Below	–	–	–	55	47	41	35	33	31

Reading Growth Measures by Grade and Beginning Placement Level

Reading Typical Growth									
Fall Diagnostic Placement Level	K	1	2	3	4	5	6	7	8
On Grade Level, Mid, Late, or Above	43	37	22	17	12	7	4	4	4
On Grade Level, Early	44	47	29	22	17	13	9	6	4
One Grade Level Below	49	49	39	26	20	16	12	10	9
Two Grade Levels Below	–	54	44	33	23	20	14	12	12
Three or More Grade Levels Below	–	–	–	36	28	26	19	17	18

Reading Stretch Growth									
Fall Diagnostic Placement Level	K	1	2	3	4	5	6	7	8
On Grade Level, Mid, Late, or Above	54	44	27	21	20	18	15	14	13
On Grade Level, Early	65	56	43	39	27	25	25	23	22
One Grade Level Below	67	67	53	40	36	30	26	25	25
Two Grade Levels Below	–	96	81	63	50	47	38	37	36
Three or More Grade Levels Below	–	–	–	79	62	61	51	50	50

Guidelines for RtI/MTSS Processes for ELLs



* ELLs who are in an educational environment which requires them to learn initial literacy concepts and skills in English (i.e. a language in which they are not orally proficient) typically demonstrate a lag of approximately **2 years** in literacy skills until they become orally proficient (usually around 5th or 6th grade if they began regular schooling in the U.S. in kindergarten or 1st grade). Their rate of progress is usually similar to that of native English-speaking students, but with performance levels about 2 years behind. In other words, the **slope** of a line graph reflecting their progress should be the same as that of native English-speakers. Once they become fairly proficient in English (i.e. at the Early Advanced level of ELP or higher), it is typical to see the rate of progress in reading increase dramatically. Thus, the slope increases, and they begin to close the performance gap. It is **atypical** for an ELL in his/her 5th or 6th year of ELD instruction to show a “flat-line” slope in reading performance. Such a pattern could indicate a possible Specific Learning Disability.



Reference page for a:

DRAFT 1/2021

Communication Screening Request (Speech and Language) (with no other areas of concern)

Student



Parent or teacher has a concern regarding a student's speech patterns or how a student processes language

If a parent requests (written, verbal or implied) SPED services, an evaluation, and/or an IEP, the Rtl Review team must meet **within 15 school days** (SPED manual pages 8 & 194) to consider the request and to make a decision on appropriate next steps

Teacher



1. Complete and submit the [MTSS Request for Support](#) in Synergy
 - a. Include any other areas of concern (Academic or Social Emotional)
 - i. If there are other areas of concern, refer to the [Communication Concern with an Academic and/or Social Emotional](#) reference page

Rtl Review Team



1. **Review** the Request for Support
2. **Send** the [Communication Errors Reference Guide](#) checklist to the teacher
3. **Schedule** an Rtl Review Team meeting

Rtl meeting:

4. **Review** the concerns and the [Communication Errors Reference Guide](#)
5. **Review and Note** any additional concerns
6. **Print** a "[Consent to Screen](#)" signature page if the Rtl Team determines a screening is an appropriate next step

--- For ELD students:

- For articulation & fluency only referrals, send the **Cultural Linguistic Survey (English/Spanish)** to parents
- For a language referral send the Cultural Linguistic Survey **and** request a **Woodcock Munoz** in English and Spanish"

"See **Guidelines for Rtl/MTSS Processes for ELLs**"

7. Submit the Permission to Screen, the Errors Checklist, and the Request for Support to the building SLP

SLP



1. **Review** the Rtl Team request for a screening
2. **Schedule** a screening
Timeline: Screenings must be completed within 20 school-days of the Consent to Screen being signed.
3. **Communicate** the completed screening results back to the Rtl Review team
(new step)

Rtl team: Create MTSS Plan In Synergy:



- Intervention Plan
- Referral Information
- Meeting Notes
- Documents

1. Create an **MTSS Intervention Plan** (to track and record the request)
 - a. **Named:** Communication Screening; Date
 - b. **Plan Type:** Tier 1
 - c. **Start Date** (RFS Date) and **End Date** (Meeting or Plan Outcome Date)
2. Add any relevant **Referral Information**
3. Add **Meeting Notes** (for both the initial meeting and follow up meeting after the screening)
 - a. **Meeting Type:** *Request for SLP Screening; Progress Review*
 - b. **Description of concerns** (specific articulation errors, academic notes, etc)
4. Add **Documents**
 - a. Request for Support, Error Checklists, Permission to Screen, etc

Rtl Review Team
--new step--



1. **Review** the screening results (treat as another data point for decision making)
 2. **Consider** any other concerns (academic, language, SEL, etc).
 3. **Determine** the appropriate next steps:
 - a. If there are no concerns other than communication:
 - i. and the errors are age appropriate, complete a **SPED Action**
 - ii. and the errors are **not** age appropriate and a full communication evaluation is recommended, **Follow the Student Wellness Office procedures for submitting a referral**
- For ELD students whose communication errors are not age appropriate---**
- Request a Woodcock Munoz be completed as another data point to be considered **before** submitting the referral to the district evaluation team for a full Communication Disorder evaluation
- b. If there are other concerns in addition to the communication concerns and a full communication evaluation is recommended:
 - i. Refer to the [Communication Concern with an Academic and/or Social Emotional](#) reference page
4. **Communicate** with the parents:
 - a. Screening results
 - b. Team decision
 - c. Next steps

- Plan Outcome

Plan Outcome- After the screening and follow up Rtl meeting

1. Choose the **Intervention Outcome**
 - a. **“Did not meet goals”** for errors that are not age appropriate and a full eval is recommended
 - b. **“Met goals”** for age appropriate errors;
2. Choose the **Outcome Decision/Action**
 - a. If Did not meet goals, select: **Refer for SLP Evaluation**
 - b. If Met goals, select: **SPED Action sent home**

- | | |
|--|---|
| | <p>3. Include any Decision & Follow up Notes that might guide the evaluation team which may or may not have been included in the meeting notes</p> |
|--|---|

Record of Accessibility Supports and Accommodations for the ELPA Summative

Student Name: _____ Grade: _____ School: _____ Date: _____

For more information about Accessibility Supports and Accommodations, see the [2022-2023 Oregon Accessibility Manual](#).

DOCUMENTING ACCESSIBILITY SUPPORTS IN A STUDENT’S CUMULATIVE FILE

A copy of this document should go in the students cumulative file. **If the student has and IEP or 504 plan that already documents these accommodations, then this form is unnecessary.**

Designated supports:

“Available for use by any student for whom the need has been indicated by an educator (or team of educators with parent/guardian and student).

Embedded Designated Supports:

Designated Support	Y/N	Notes
Color Choices		
Masking		
Print on Request		
Print size		
Turn off universal tools		

Non-Embedded Designated Supports:

Designated Support	Y/N	Notes
Assistive mouse usage for audio and playback		
Color overlay		
Comforting Presence		
Magnification device		
Medical Device		
Noise buffer		
Preferred language translation of directions		
Separate setting		
Student reads test aloud		

Team notes:

People Consulted: 1) _____ 2) _____ 3) _____
(Student and/or parent) (Classroom/SPED representative) (ELL Representative)

PARENT PERMISSION FOR LANGUAGE PROFICIENCY EVALUATION

Date: _____

Dear _____

This letter is to inform you that we would like to evaluate the language proficiency of your son/daughter, _____, in:

____ English

____ Spanish

We will use the Woodcock-Muñoz Language Survey – Revised test, which measures the oral and written language proficiency of your student. This testing will help us plan the educational program of your child.

_____ Yes, I give permission for the evaluation.

_____ No, I do not give permission for the evaluation.

Signature

Date

3/17/2021

EL PERMISO DE PADRES PARA LA EVALUACIÓN DEL DOMINIO EN EL LENGUAJE

Fecha: _____

Estimado (s) _____

Esta carta le(s) avisa que queremos evaluar el dominio del idioma de su hijo/a,
_____, en:

_____ español

_____ inglés

Usaremos la prueba Woodcock-Muñoz Language Survey – Revised, o la nueva encuesta de lenguaje de Woodcock-Muñoz, que mide el uso de lenguaje oral y escrito del estudiante. Esto nos ayudará en planear el programa educativo de su hijo/a.

_____ Si, doy permiso para la evaluación.

_____ No, no doy permiso para la evaluación.

Firma autorizada

Fecha

3/17/2021

Snapshot of Equitable Learning and Teaching: 2022-23

1	2	3	4
Connection Between Purpose & Lesson			
Learning purpose is not identified	Learning purpose is visible	Learning purpose is visible and referenced	Learning purpose is visible, referenced, and anchors grade-level learning
Real-time Feedback/Formative Assessment (Checks for understanding throughout the lesson, adjusts instruction)			
Monitors students for on-task behavior with a given task	Monitors students for on-task behavior & addresses errors in content understanding	Monitors student behavior and content understanding throughout the lesson & while adjusting instruction to match student need	Monitors student behavior and content understanding throughout the lesson & ensures academic language use in student output while adjusting instruction to match student need
Multiple Access Points to Lesson Content (Attention to text complexity; visuals and other representations assist in understanding the material)			
No visuals or cues are present or visuals/cues are not connected to purpose of lesson	Provides limited access points in order to make the lesson concepts accessible	Makes the concepts of the lesson concrete: tangible, visible, understandable through varied access points	Makes the concepts of the lesson concrete: tangible, visible, understandable through varied access points that remain available for reference as needed throughout the lesson
Language Patterns (Academic language structures to support literacy in all content areas)			
No content-specific language patterns are provided to students or support is limiting (i.e. cloze, "fill in the blank")	Content-specific language patterns are provided to students but not modeled or not at different proficiency levels	Content-specific language patterns are provided at different proficiency levels and modeled	Content-specific language patterns are provided at different proficiency levels, are varied and modeled with explicit discipline-specific outcomes
Facilitating Student Interaction and Active Engagement (Structured, equitably distributed student-talk and engagement)			
Student talk is not evident in the lesson or not aligned to the daily purpose	Structured student talk supports the daily purpose but is not clearly aligned with purpose of lesson	Structured student talk supports the daily purpose and is purposeful, accountable and equitable	In addition to previous criteria, evidence of various types of structured student talk that prepare students for communicating effectively through listening, speaking and writing
Questioning for Rigor			
Questions are DOK 1	Questions are only in one level/category	Questioning in ascending order to deepen thinking and eliciting evidence of thinking	students demonstrate agency in generating high level questions to deepen thinking and elicit evidence of thinking