



English Language Learner Program
LOCAL PLAN
2023-2024



Central Point School District Two-Way Immersion Program
4th and 10th graders Fall 2023

CPSD6 EL GUIDING PRINCIPLES

CENTRAL POINT SCHOOL DISTRICT BOARD POLICY CODE IGBI

Students whose primary language is a language other than English will be provided with special assistance until they are able to use English in a manner that allows effective, relevant participation in regular classroom instruction. Parents who are not able to use English in a manner that allows effective, relevant participation in educational planning for their child will be provided with written or verbal communication in a language they can understand.

Legal References: ORS 336.074, ORS 336.079, OAR 581-021-0046, OAR 581-022-1140,
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2006).
No Child Left Behind Act of 2001, 20 U.S.C. §§ 6811-7014 (2006).

CENTRAL POINT SCHOOL DISTRICT BOARD POLICY CODE JB

Every student of the district will be given equal educational opportunities regardless of age, sex, sexual orientation, race, religion, color, national origin, disability, marital status, linguistic background, culture, capability or geographic location. 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 superintendent will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number will be provided to all students and employees. The Board will adopt and the district will publish grievance procedures providing for prompt and equitable resolution of student and employee complaints under Title IX.

Legal References: ORS 174.100, ORS 192.630, ORS 326.051, ORS 329.025, ORS 329.035, ORS 336.067, ORS 336.082, ORS 336.086, ORS 342.123, ORS 659.850, ORS Chapter 659, ORS Chapter 659A, ORS 659A.003, ORS 659A.006, ORS 659A.030, OAR 581-021-0045, OAR 581-021-0046, OAR 581-022-1140, OAR 839-003-0000,
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2006). Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2006).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2006). Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2006);
Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2006).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006). Americans with Disabilities Act Amendments Act of 2008

OREGON STATE STATUTES

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.



OREGON DEPARTMENT OF EDUCATION

Title III Local Plan (2023-2024)
Signature Page

Submission Date: _____

District Name: Central Point School District 6

District Address: 300 Ash St.

City, State and Zip code: Central Point, OR 97502

District Phone Number: (541) 494-6240

District Superintendent: Walt Davenport
(Printed Name)

Signature: _____

Date: _____

EL Coordinator Director: KATRINA KAY
(Printed Name)

Signature: _____

Date: _____

TITLE III ASSURANCES

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

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

The purposes of this part are—

- (1) to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
 - (2) to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;
 - (3) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners including immigrant children and youth;
 - (4) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
 - (5) to promote parental, family, and community participation in language instructional educational programs for the parents, families, and communities of English learners.
- (6) In accordance with the provisions of Title III, the signature below assures the Oregon Department of Education (ODE) that the district or consortium lead agency will submit a sub-grant application that addresses Title III requirements. The district, or the consortium lead agency on behalf of its Title III consortium members, further assures the ODE that the applying district or each consortium district member is in compliance with the following Title III provisions:
1. Parental notification relating to EL identification, placement decisions including parental rights regarding placement decisions. (Sec. 1112)
 2. Annual assessment of English proficiency of ELs in grades K-12. (Sec. 1111)
 3. Each district is complying with section 1112(e) prior to, and throughout, each school year as of the date of the application.
 4. The district has consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities and institutions of higher education, in developing this sub-grant application. (Sec. 3116)
 5. The district is not in violation of any State law, including State constitutional law, regarding the education of ELs, consistent with sections 3125 and 3126.
 6. The district will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, include migrant and seasonal Head Start agencies, and other early childhood education providers.

Walt Davenport
Printed name of the Superintendent/ Signature of the Superintendent

Date: _____

EL PLAN PARTICIPANTS LIST

Name	Title/Position
Christine Beck	District Education Department Director
Lynn Rupp	Federal and State Programs Director
Katrina Kay	District EL Coordinator / TWI Program Coordinator
Julie Peterson	District Data Manager
Nanette Thompson	Title I TOSA
Tami White	Elementary Special Education Coordinator
Martha Ward	Elementary ELD Teacher/Title I Teacher
Charissa Spranger	Elementary Building Assistant Principal
Julieta Giron	District Parent Liaison
Kami Nicks	District Business Office

District Demographics

1. The size of the district, including the number of schools. **AND**
2. The enrollment of the district, please include the data date (i.e., spring membership). **AND**
3. The district's ethnic diversity (could be percent or number).

School Name	Institution Type	Total Enrollment (Spring Membership 2023)	Hispanic Students	White Students	African American Students	Asian Students	Pacific Islander Students	Multi-Racial Students	American Indian/ Alaska Native Students
Central Point Elementary School	K-5 School	465	85	339	4	3	2	27	5
Jewett Elementary School	K-5 School	635	231	358	1	3	6	32	4
Patrick Elementary School	K-5 School	252	24	208	3	0	0	11	6
Mae Richardson Elementary School	K-5 School	554	72	431	2	5	3	34	7
Rogue Primary School	K-2 School	78	10	66	0	1	0	1	0
Sams Valley Elementary School	K-5 School	262	32	212	3	0	3	12	0
Hanby Middle School and CAMP Program	K-8 School	437	72	333	2	0	1	23	6
Scenic Middle School	6-8 School	883	161	625	6	6	4	76	5
Crater Academy of Health and Public Services	High School	512	87	385	2	5	1	29	3
Crater Renaissance Academy	High School	499	112	338	3	5	6	32	3
Crater School of Business Innovation and Science	High School	517	77	390	3	5	2	35	5
Central Point 6	District	5094	963	3685	29	33	28	312	44

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

	Chinese	English	Filipino	Japanese	Nepali	Punjabi	Samoan	Spanish	Tagalog	Urdu	Total
Central Point Elementary School							1	43			44
Jewett Elementary School	1							101			102
Patrick Elementary School								7			7
Mae Richardson Elementary School				1	1	1		12			15
Rogue Primary School								1			1
Sams Valley Elementary School								13			13
Hanby Middle School and CAMP		1						32			33
Scenic Middle School	3	1				1	1	59	2	1	68
Crater Academy of Health and Public Services		4		1				41			47
Crater Renaissance Academy		3				1		47		1	51
Crater School of Business Innovation and Science	1	3	1					22			27
District Total	5	12	1	2	1	3	2	378	2	2	408

District Demographics

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

School Name	2022-23 Ever EL Population by School							
	Active #	Active %	Waived Services	Monitor Year 1	Monitor Year 2	Monitor Year 3	Monitor Year 4	Former EL
Central Point Elementary School	44	61%	5	1	7	3	1	
Jewett Elementary School	102	86%		2	4	5	2	
Patrick Elementary School	7	43%		1		1	1	1
Mae Richardson Elementary School	15	66%	2	2	1			
Rogue Primary School	1	100%						
Sams Valley Elementary School	13	69%		2		1	1	
Hanby Middle School & CAMP	33	51%		1	2	2	2	8
Scenic Middle School	68	35%	8	1	4	4	3	24
Crater Academy of Health and Public Services	47	17%	8	1	1	1	5	23
Crater Renaissance Academy	51	27%	10	1	1		1	24
Crater School of Business Innovation and Science	27	7%	3				2	20
Central Point SD 6-District	408	50%	36	12	20	17	18	100

6. The number of ELSWDs (have an IEP) – provide this information by primary disability. Include number of ELs with a 504 Plan. **AND**

7. The number of ELs enrolled in the Talented and Gifted program.

[illegible]

District Demographics

8. A list of the schools, identified by Title I-A Targeted Assisted, Title I School-Wide, Alternative Programs, Charter schools, CTE, etc. (Districts could choose buildings with specific programs for ELs - i.e., bilingual, two-way, etc.)

School Name	2022-2023 School Programs				
	Title I-A School-wide Program	District Two-Way Immersion Program	CTE	Regional PDHH or STEPS Program	Headwaters Alternative High School Option
Central Point Elementary School	✓				
Jewett Elementary School	✓	✓			
Patrick Elementary School	✓				
Mae Richardson Elementary School	✓			✓	
Rogue Primary School	✓				
Sams Valley Elementary	✓				
Hanby Middle School & CAMP		✓			
Scenic Middle School				✓	
Crater Academy of Health and Public Services			✓		✓
Crater Renaissance Academy		✓	✓		✓
Crater School of Business Innovation and Science			✓	✓	✓

9. The number and percentage of ELs showing growth on ELPA21 from 2022-23 to 2023-24 (disaggregate by all ELs, ELSWD, and ELs identified for 5 or more years. **AND**

10. The number and percentage of ELs exiting as proficient in 2022-23 (disaggregate by all ELs, ELSWD)

School Name	2021-22 to 2022-23 Growth Data* *(growth=demonstrated improvement in any domain)			
	Total ELs demonstrating growth ≥ 1 domain	ELSWD demonstrating growth ≥ 1 domain	EL program 5+ years demonstrating growth ≥ 1 domain	Exited as proficient in 2022-2023
Central Point Elementary School	7 & 31%	4 & 44%	0 & 0%	1 & 3%
Jewett Elementary School	28 & 47%	2 & 29%	9 & 75%	7 & 8%
Patrick Elementary School	1 & 25%	NA	NA	1 & 25%
Mae Richardson Elementary School	4 & 44%	NA	NA	2 & 15%
Rogue Primary School	1 & 100%	NA	NA	NA
Sams Valley Elementary School	1 & 20%	0 & 0%	1 & 50%	1 & 6%
Hanby Middle School & CAMP	11 & 55%	2 & 50%	9 & 50%	2 & 6%
Scenic Middle School	15 & 47%	4 & 36%	20 & 35%	NA
Crater Academy of Health & Public Service	12 & 80%	5 & 83%	11 & 79%	NA
Crater Renaissance Academy	9 & 38%	5 & 56%	8 & 38%	NA
Crater School of Business Innovation and Science	3 & 50%	0 & 0%	3 & 60%	NA
Central Point School District 6	92 & 46%	22 & 46%	48 & 51%	16 & 7%

District Demographics

11. The number of students in monitoring year 1 status. **AND**
 12. The number of students in monitoring year 2 status. **AND**
 13. The number of students in monitoring year 3 status. **AND**
 14. The number of students in monitoring year 4 status. **AND**
 15. The number of former ELs (not in current EL or monitoring status). **AND**
 16. The number of students who have re-entered the ELD program after exiting for proficiency. **AND**
 19. Number and percentage of the district ELs who have a waiver for ELD services.

School Name	Waived, Monitor, Former and Re-entered Population by School (SPRING 22-23 LEP Collection)						
	Waived Services	Monitor Year 1	Monitor Year 2	Monitor Year 3	Monitor Year 4	Former EL	Re-entered into ELD
Central Point Elementary School	3 & 7%	6	4	1	0	0	0
Jewett Elementary School	0 & 0%	4	5	1	1	0	0
Patrick Elementary School	0 & 0%	1	1	1	1	0	0
Mae Richardson Elementary School	0 & 0%	0	0	0	0	0	1
Rogue Primary School	0 & 0%	0	0	0	0	0	0
Sams Valley Elementary School	0 & 0%	1	1	1	0	0	0
Hanby Middle School & CAMP	0 & 0%	1	1	3	1	7	0
Scenic Middle School	0 & 0%	4	4	3	13	11	0
Crater Academy of Health and Public Services	2 & 4%	1	1	3	4	21	0
Crater Renaissance Academy	1 & 4%	1	1	1	4	20	0
Crater School of Business Innovation and Science	0 & 0%	0	0	1	2	19	0
Central Point SD 6-District	9 & 2%	19	18	15	26	80	1

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

SBAC State Assessment	2022-23 Monitor EL Students with 2022-23 SBAC Scores							
	All Year 1 Monitor	ELSWD & Year 1 Monitor	All Year 2 Monitor	ELSWD & Year 2 Monitor	All Year 3 Monitor	ELSWD & Year 3 Monitor	All Year 4 Monitor	ELSWD & Year 4 Monitor
# Met or Exceeded ELA	4	0	3	0	2	0	3	1
% Met or Exceeded ELA	29%		19%		20%		19%	6%
# Met or Exceeded MATH	2	0	4	0	0	0	3	1
% Met or Exceeded MATH	14%	0	25%	0	0	0	19%	6%

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

5 or More Years in EL Program	2022-23 EL Students with 5 or More Years in Program								
	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
# Current Active EL	17	15	12	9	12	1	1	2	4
% Current Active EL/ Total Active (408)	42%	4%	3%	2%	3%	<1%	<1%	<1%	1%
# Declined EL Services	0	0	0	0	1	0	1	0	2
% Declined EL Services/Total Declined (9)	0%	0%	0%	0%	11%	0%	11%	0%	22%
# ELSWD	4	2	2	3	4	0	1	0	3
% ELSWD/Total ELSWD (64)	6%	3%	3%	5%	6%	0%	2%	0%	5%

19. Number and percentage of the district ELs who have a waiver for ELD services (see above chart).

SCHOOL DISTRICT INFORMATION ON PROGRAM GOALS

20. Describe the district's educational approach(es) (ELD, Bilingual, etc.) for educating ELs. Include a description for each educational approach used within the district. This information could be placed in a chart listing each school and the educational approach(es) for English language acquisition and core content. The number of students who have re-entered the ELD program after exiting for proficiency.

Central Point School District's English Language Learner (EL) Local Plan provides services to students with limited English proficiency so that their language does not constitute a barrier to them receiving the same programs, services, and quality of education the district provides to all students. The models and approaches utilized by Central Point School District are based on specific strategies to best meet the unique needs in each individual building:

- **Dedicated English Language Development (ELD) instruction in English:**
Designated ELD is a targeted, proficiency level-based approach with its own dedicated time each day. Essential components of Designated ELD include:
 - Purposeful placement of students by English language proficiency level.
 - Explicit teaching of how English works in a meaningful context.
 - Emphasis on substantial oral language practice to ensure accuracy and fluency.
 - Attention to the use of newly taught language throughout the day in academic and social settings.
 - Ongoing progress monitoring of English language development.
- **Sheltered English Instruction (SEI):**
An instructional approach used to make academic instruction in English understandable to ELs. In the sheltered classroom, content teachers trained in SIOP, GLAD and/or CM use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.
- **Newcomer Program (Orientation and Duolingo)**
The Newcomer Program is a one or two-year program intended to provide recent immigrants with as much language support as possible as they transition into the CPSD6 school system. Students are immersed in content classrooms with SEI trained teachers and ELD teacher support. Duolingo is used to supplement resources and to provide a balanced approach and English proficiency.
- **Two-Way Immersion**
An 90/10 two-way Spanish immersion program beginning in both kindergarten and first grades.
 - At Kindergarten and 1st grades, 90% of the day taught in Spanish and 10% in English.
 - At each subsequent grade level the percentage of English increases by 10% when students spend half their day in English and half in Spanish during the 4th and 5th grades.
 - In all two-way immersion classrooms, the language learning is going two ways: Spanish speakers are learning English and their subject areas, and English speakers are learning Spanish and their subject areas.
 - Because of the two-way learning model, it is of paramount importance that we balance the number of native speakers of each language as closely as possible so students can be best partnered for learning.

School District Information on Program Goals

Comparison and Contrast of Language Program Models in CPSD6

Type of LEP Program	Description of Model	Students Served	Grades Served	Language Goals	Years of Enrollment	Teacher Qualifications
ELD Push-in	ELD Push-in ELD instruction is provided within the student's mainstream or content area classroom.	Limited and/or no English proficiency. Various languages/ cultural backgrounds.	K-5	Fluent English proficiency.	Varies based on individual student needs.	The teacher must be ESOL certified. All content area teachers must be trained in Sheltered Instruction.
ELD Pull-out	ELD Pull-out ELs spend part of the day in a mainstream classroom and are "pulled out" for a portion of the day to receive ELD instruction. This approach is more common in elementary school settings.	Limited and/or no English proficiency. Various languages/ cultural backgrounds.	K-5	Fluent English proficiency.	Varies based on individual student needs.	The teacher must be ESOL certified. All content area teachers must be trained in Sheltered Instruction.
Co-Teaching	Our ESOL certified teacher and the general education teacher spend dedicated time to plan and create lessons that target the student's academic and language needs. Then the ELD teacher co-teaches with the general education teacher to deliver instruction.	Limited and/or no English proficiency. Various languages/ cultural backgrounds.	3-5	Fluent English proficiency.	Varies based on individual student needs.	The teacher must be ESOL certified. All content area teachers must be trained in Sheltered Instruction.
ELD Class Period	ELD Class Period ELs receive their ELD instruction during a regular class period while receiving course credit for the class. This approach is more common in middle schools and high schools.	Limited and/or no English proficiency. Various languages/ cultural backgrounds.	6-12	Fluent English proficiency.	1-7 years based on individual student needs.	The teacher must be ESOL certified. All content area teachers must be trained in Sheltered Instruction.
Sheltered English Instruction	Sheltered Instruction Teacher provides instruction that simultaneously introduces both language and content, using specialized techniques to accommodate ELs' linguistic needs. Instruction focuses on the teaching of academic content rather than the English language itself, even though the acquisition of English may be one of the instructional goals. Some examples of sheltered instruction models may include SIOP, GLAD, SDAIE, and CM.	Limited and/or no English proficiency. Various languages/ cultural backgrounds. Class includes native and non-native English speakers.	K-12	Fluent English and Academic English proficiency.	Varies based on individual student needs	All content area teachers must be ESOL certified and/or trained in Sheltered Instruction.
Newcomer Program	Separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs on a short-term basis (usually no more than two years) before they enter more traditional programs (e.g., Bilingual, English language development and/or Sheltered Instruction courses or programs). ELs receive their ELD in this program	Limited and/or no English proficiency. Various languages/ cultural backgrounds. All recent immigrants.	K-12, though generally used only in 6-12 th grades.	Fluent English proficiency.	1-2 years.	ESOL certified and trained in Sheltered Instruction. Content area endorsed preferred.
Two-Way Dual Immersion	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.	½ of the student's 1 st language is English. Other ½ of students have limited and/or no English proficiency with Spanish as native language.	K-5	Fluent English and Spanish proficiency with multi-cultural appreciation .	6-12 years.	Bilingual certification.

School District Information on Program Goals

School Name	Educational Approaches for EL Students by School			
	Institution Type	English Language Development Program Model(s)	Core Content Access Program Model(s)	English Language Supports Available
Central Point Elementary School	K-5 School	-Push-in (Kindergarten) -Pull-out (1 st -5 th)	-Sheltered Instruction	-Title I-A school-wide
Jewett Elementary School	K-5 School	-Push-in (Kindergarten and TWI) -Pull-out (1 st -5 th non-TWI) -Co-Teaching	-Sheltered Instruction -Two-Way Immersion	-Title I-A school-wide
Patrick Elementary School	K-5 School	-Pull-out (all grades)	-Sheltered Instruction	-Title I-A school-wide
Mae Richardson Elementary School	K-5 School	-Pull-out (all grades)	-Sheltered Instruction	-Title I-A school-wide
Rogue Primary School	K-2 School	-Pull-out (all grades)	-Sheltered Instruction	-Title I-A school-wide
Sams Valley Elementary	K-5 School	-Pull-out (all grades)	-Sheltered Instruction	-Title I-A school-wide
Hanby Middle School and CAMP	K-8 School	-ELD Class Period -Newcomer Period	-Sheltered Instruction	-Academic support class period
Scenic Middle School	6-8 School	-ELD Class Period -Newcomer Period	-Sheltered Instruction	-Academic support class period
Crater Academy of Health and Public Services	High School	-ELD Class Period -Newcomer Period	-Sheltered Instruction	-Academic support class period
Crater Renaissance Academy	High School	-ELD Class Period -Newcomer Period	-Sheltered Instruction	-Academic support class period
Crater School of Business Innovation and Science	High School	-ELD Class Period -Newcomer Period	-Sheltered Instruction	-Academic support class period
Central Point SD 6-District	K-12 School	-Home Instructor as needed -Private school inclusion as needed -Coordination with Medford 549c for JDHH as needed	-Home Instructor as needed	

21. Include the relevant research that supports each of the districts' educational approach(es) for educating ELs. (NOTE: Only citation for research is needed.)

The educational approach in Central Point SD 6 is aligned with the program philosophies and recommendations of the Oregon Department of Education. We use "A Focused Approach for English Language Development" program developed by Suzanne Dutro. Other research we consulted or reviewed in developing our program includes:

- **Wayne Thomas and Virginia Collier** *Longitudinal Study of ELL Program Models*
- **D. Short, J. Echevarria, and MaryEllen Vogt** *Making Content Comprehensible for English Language Learners: The SIOP Model*
- **Aida Walqui** *Program Design and Contextual Factors in Second Language Acquisition*
- **Diane Staehr Fenner and John Segota** *Standards that Impact English Language Learners (English Language Proficiency Standards & the Common Core)*
- **S. Dutro and C. Moran** *Rethinking English Language Instruction: An Architectural Approach.*

School District Information on Program Goals

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

- Goal #1:
 - Each EL student will exit the ELD program within 5-7 with an advanced level of English proficiency as measured by the state proficiency assessment (ELPA21).
 - 2022-2023 baseline data growth target:

School Name	Students Exiting ELD program 2022-2023 based on # of years in ELD											
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Central Point Elementary School (32)			1									
Jewett Elementary School (84)			4	2	1							
Patrick Elementary School (4)			1									
Richardson Elementary School (13)			1	1								
Rogue Primary School (1)												
Sams Valley Elementary School (11)				1	1							
Hanby Middle School (16)						1						
Scenic Middle School (31)				1								
Crater Academy of Health and Public Services (15)												
Crater Renaissance Academy (18)												
Crater School of Business Innovation and Science (5)									1			
Central Point SD 6-District (231)	0	0	7	5	2	1	0	0	1	0	0	0

(1) SMART Goal #1: CPSD6 will increase the percentage of ELs in the district that exit within 5 years in an ELD program in 2023-24 based on the 2022-2023 ELPA21 results (see chart above) for the following targets:

Schools	Current ELs		ELSWD	SIFE-EL's	Recent Arrivers
Elementary Schools	CPE	3% to 8%	The overall proficiency scores of active EL students with disabilities will increase by 3% from the previous year as measured by ELPA 21	The overall proficiency scores of active EL students with interrupted education will increase by 2% from the previous year as measured by ELPA 21	The overall proficiency scores of active EL students with interrupted education will increase by 1% from the previous year as measured by ELPA 21
	JES	21% to 31%			
	PES	3% to 6%			
	MRE	3% to 6%			
	PRS	0% to 0%			
Secondary Schools	SVE	6% to 9%	The reading scores of active EL students w/ disabilities will increase by 3% from the previous year as measured by ELPA 21	The proficiency scores of active EL students with interrupted education will increase by 2%	The proficiency scores of active EL students with interrupted education will increase by 1% from the previous year as measured by ELPA 21
	HMS	3% to 13%			
	SMS	3% to 13%			
	CAHPS	0% to 10%			
	BIS	0% to 10%			
	CRA	3% to 13%			

School District Information on Program Goals

- Goal #2:
 - Each EL student will increase English proficiency in the reading domain each year as measured by the state proficiency assessment (ELPA21).
 - 2021-2022 baseline data growth target:

(2) SMART Goal #2: CPSD6 will increase the percentage of ELs in the district increasing growth on the 2023-24 Reading Domain based on the 2016-2017 ELPA21 results (see chart above) for the following targets:

		ELPA21 Reading Domain Scores Comparison 2021-22 to 2022-23													
16-17 School	# of Students with Scores for Both Years	Levels Dropped by 3	% of Students Who Dropped by 3	Levels Dropped by 2	% of Students Who Dropped by 2	Levels Dropped by 1	% of Students Who Dropped by 1	Levels Stayed the Same	% of Students Who Stayed the Same	Levels Went Up by 1	% of Students Who Went Up by 1	Levels Went Up by 2	% of Students Who Went Up by 2	Levels Went Up by 3	% of Students Who Went Up by 3
CPE	25	1	0.0%	1	0.0%	2	8%	9	36%	9	36%	3	12%	0	0.0%
JES	67	0	0.0%	7	10.4%	10	14.9%	25	37.3%	16	23.8%	7	10.4%	1	1.4%
MRE	12	0	0.0%	0	0.0%	3	25%	6	50%	3	25%	0	0.0%	0	0.0%
PES	3	0	0.0%	0	0.0%	0	0.0%	2	66.7%	1	33%	0	0.0%	0	0.0%
RPS	1	0	0.0%	0	0.0%	1	100%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
SVE	8	0	0.0%	0	0.0%	0	0.0%	3	37.5%	4	50%	1	12.5%	0	0.0%
Hanby	16	0	0.0%	0	0.0%	3	18.7%	6	37.5%	5	31.2%	2	12.5%	0	0.0%
Scenic	22	0	0.0%	0	0.0%	3	13.6%	14	63.6%	3	13.6%	1	4.5%	0	0.0%
CAHPS	10	0	0.0%	1	10%	3	30%	6	60%	0	0.0%	0	0.0%	0	0.0%
CRA	17	0	0.0%	3	17.6%	1	5.8%	9	52.9%	3	17.6%	0	0.0%	0	0.0%
BIS	3	0	0.0%	0	0.0%	1	33%	1	33%	0	0.0%	0	0.0%	0	0.0%
Totals	184	1	0.5%	12	6.7%	27	14.6%	81	44%	44	23.9%	14	7.6%	1	0.5%

Schools	Current ELs		ELSWD	SIFE	Recent Arrivers
Elementary Schools	CPE	48% to 58%	The reading domain scores of active EL students w/ disabilities will increase by 3% from the previous year as measured by ELPA 21	The reading domain scores of active EL students with interrupted education will increase by 2% from the previous year as measured by ELPA 21	The reading domain scores of active EL students with interrupted education will increase by 1% from the previous year as measured by ELPA 21
	JES	36% to 46%			
	PES	33% to 43%			
	MRE	25% to 35%			
	RPS	0% to 10%			
	SVE	62% to 72%			
Secondary Schools	HMS	44% to 54%	The reading domain scores of active EL students w/ disabilities will increase by 3% from the previous year as measured by ELPA 21	The reading domain scores of active EL students with interrupted education will increase by 2%	The reading domain scores of active EL students with interrupted education will increase by 1% from the previous year as measured by ELPA 21
	SMS	18% to 28%			
	CAHPS	0% to 10%			
	BIS	33% to 43%			
	CRA	18% to 28%			

School District Information on Program Goals

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

- Goal #1:
 - Each EL student will demonstrate core content proficiency in Language Arts and Math as measured by the Smarter Balanced State Assessment (SBAC).
 - 2022-2023 baseline data growth target:
- (3) SMART Goal #2: CPSD6 will increase the percentage of ELs in the district increasing meeting or exceeding on 2023-24 SBAC ELA and Math based on the 2022-2023 SBAC results (see chart above) for the following targets:

School Name	Percentage of Active ELs by Sub-Groups Meeting or Exceeding 2022-2023 SBAC Reading and Math							
	All ELs		Recent Arrivers		SIFE		ELSWD	
	SBAC ELA	SBAC Math	SBAC ELA	SBAC Math	SBAC ELA	SBAC Math	SBAC ELA	SBAC Math
Central Point Elementary School	0%	0%	0%	0%	n/a	n/a	0%	0%
Jewett Elementary School	3%	8%	0%	0%	n/a	n/a	0%	0%
Patrick Elementary School	0%	0%	0%	0%	n/a	n/a	0%	0%
Richardson Elementary School	0%	0%	0%	0%	n/a	n/a	0%	0%
Rogue Primary School	n/a	n/a	0%	0%	n/a	n/a	0%	0%
Sams Valley Elementary School	0%	0%	0%	0%	n/a	n/a	0%	0%
Hanby Middle School	0%	0%	0%	0%	n/a	n/a	0%	0%
Scenic Middle School	4%	0%	0%	0%	n/a	n/a	0%	0%
Crater Academy of Health and Public	0%	0%	0%	0%	n/a	n/a	0%	0%
Crater Renaissance Academy	0%	20%	0%	0%	n/a	n/a	0%	0%
Crater School of Business Innovation and	0%	0%	0%	0%	n/a	n/a	0%	0%
Central Point SD 6-School	2%	4%	0%	0%	n/a	n/a	0%	0%

24. Describe how the district will measure the effectiveness of the program based on the goals stated in 22.

Schools	Current ELs		Recent Arrivers, SIFE and ELSWD (w/ little to no impact on academic)	ELSWD (w/ significant impact on academics)
Elementary Schools	CPE	0% to 10%	The percentage of elementary EL students in sub-groups of Recent Arriver, SIFE and ELSWD will increase by 3% from the previous year as measured by SBAC ELA and Math.	The percentage of elementary EL students in sub-groups of Recent Arriver, SIFE and ELSWD will increase by 1% from the previous year as measured by SBAC ELA and Math.
	JES	5% to 15%		
	PES	0% to 10%		
	RPS	n/a		
	MRE	0% to 10%		
Secondary Schools	SVE	0% to 10%	The percentage of secondary EL students in sub-groups of Recent Arriver, SIFE and ELSWD will increase by 3% from the previous year as measured by SBAC ELA and Math.	The percentage of secondary EL students in sub-groups of Recent Arriver, SIFE and ELSWD will increase by 1% from the previous year as measured by SBAC ELA and Math.
	HMS	0% to 10%		
	SMS	4% to 14%		
	CAHPS	0% to 10%		
	CRA	20% to 30%		
	BIS	0% to 10%		

25. What specific measure(s) will be used to determine the effectiveness of English language proficiency? This could include district formative assessments

- Progress in English language development will be measured using National Geographic curriculum end-of-unit assessments aligned to the ELP standards.
- Annual ELPA21 scores will be used to measure the effectiveness of the program.
- The ELPA21 Reading domain proficiency standards are closely aligned to the Common Core reading standards assessed and measure in the district through the following district formative assessments:
 - Elementary Grades: AimsWeb Universal Screening (3 times each year) and Progress Monitoring for identified students below grade level (bi-weekly)
 - Secondary Grades: Scholastic Reading Inventory (SRI) Interactive can be used as a diagnostic tool to place students at the best level in the program so they can read with success.

School District Information on Program Goals

- 26. Describe how the district will measure the effectiveness of the program based on the goals stated in 23. What measure(s) will be used to determine the effectiveness of the core content knowledge goal? This could include district progress monitoring assessments. AND**
- 27. Describe the frequency the district will progress monitor the established goals.**

	AimsWeb/EasyCBM Reading and Math	Smarter Balanced READING	Smarter Balanced MATH	Report Cards	ODE- Approved Alternative Assessment
Frequency	-Minimum 3x/year -Analyzed by EL teacher 3x/year	-Administered 1x/year -Analyzed by EL team 1x/year	-Administered 1x/year -Analyzed by EL team 1x/year	-Grades reported 3x/year -Analyzed by EL teacher 3x/year	- 1x/year in place of SBAC, if determined by IEP team
Elementary K-2	X			X	
Elementary 3-5	X	X	X	X	X
Middle Schools	X	X	X	X	X
High Schools	X	X	X	X	X

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

With the exception of SIFE, core content goals for ELs are within the same range as those for non- ELs. Additional support and SEI strategies are used to allow ELs to reach to the same levels of core content knowledge and skills as non-ELs. For SIFE, the goals are not related to those of non- ELs 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.

ELD teachers work with school's child study team to implement interventions and arrange classroom and course placement. All interventions are designed with the goal that ELLs will achieve the same standards as Native-English speakers, will graduate from high school on time, and will be equally prepared to meet the overall educational program and the college/career ready standards.

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

Central Point School District has college and career readiness goals for all students, including our EL students. The goals for Central Point students are:

- 1) To increase student reading, math and critical thinking skills in order to become college and career ready and
- 2) To increase student and family awareness of college readiness and college exploration.

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.

Identification of Potential English Learners

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

31. Describe the district's procedure to include a timeline for each step or the identification process and the name/title of the person responsible for each step.

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.) Beginning in the 2018-2019 school year, use the state-approved Language Use Survey.	Office staff receiving new students	Immediately, upon registration
2. Assist registrant in filling out LUS in English or Spanish. Interpreters available at registration to assist with completing LUS.	Office staff and/or EL personnel trained in registration procedures	Immediately, upon registration
3. Language Use Survey: Following the ODE's Potential EL Key, when questions are answered with a language other than English, or the student has a <i>Native American/Alaskan</i> background, the student's registration is flagged as a potential English Learner.	Office staff and/or EL personnel trained in registration procedures	Immediately, upon registration
4. Synergy Student Information System will archive LUS answers if registration completed electronically and alert Office staff with a potential EL flag. Paper/Pencil registration forms will be photocopied.	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 and/or if student needs screened for English proficiency.	ELD Teacher trained in LUS decision rules	Within 3 days of receiving LUS
6. Home Language and Home Communication automatically entered into the student information system upon completion of enrollment. Synergy fields corrected, if different from what the parent/guardian indicated on the enrollment form, after interview with parent/guardian.	Office staff trained in data base entry EL staff interview parent/guardian when LUS indicates the need or additional information indicates the need	Within five days

The procedure used to identify potential English Learners begins with the student's online LUS form that all students must complete in order to register. However, despite the best efforts of school personnel to ensure correct identification, there is always the possibility that a student may be improperly identified as English-only or as a potential English learner. Therefore, in addition to the primary procedure for identifying English learners, additional means exist:

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 ELD teacher in the building. The ELD 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 ELD 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.

Transfer Students: If, in the case of a transfer student within the state of Oregon, the incoming records indicate previous EL identification by another district, the student is considered an English Learner. It is then the responsibility of the building ELD teacher to follow up with the student's previous district to determine exiting status (whether or not the student was able to show English language proficiency per ELPA21 or by a combination of ELPA21 and a student portfolio or other assessments that provide

mastery evidence in the deficient Domains per ELPA21) and to determine the appropriate level of English language mastery per ELPA21.

If, in the case of a transfer student from another state, the incoming records indicate previous EL identification by another district, we honor the transferring district's designation and do not require the student to take the ELPA21 Screener. However, if a student transfers into our district without an EL designation, or we are unable to obtain ELD history records, however the LUS is flagged, we will investigate and potentially administer the ELPA21 to determine Oregon eligibility.

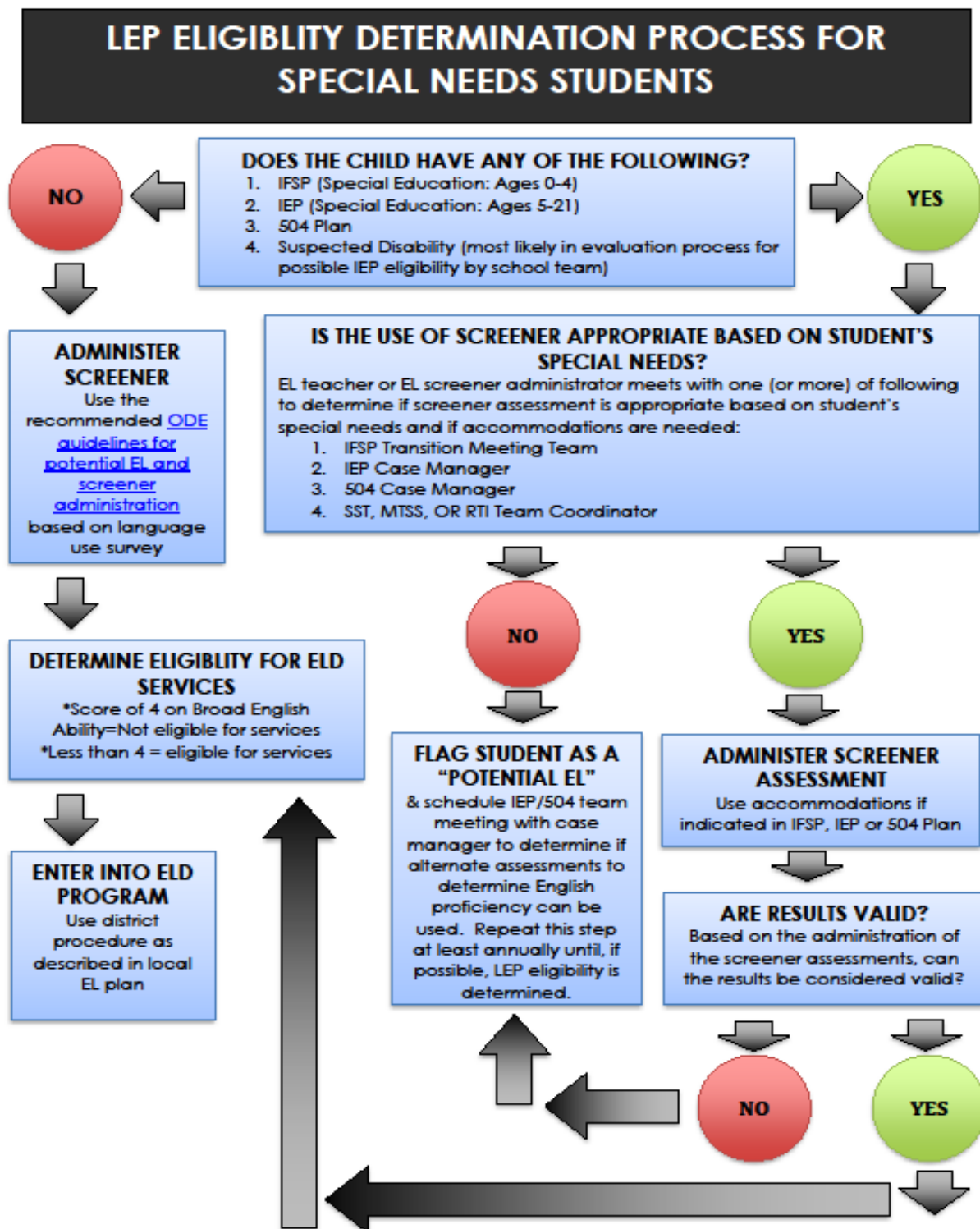
EL History Report from ODE: The District Title III Coordinator checks the EL History report from ODE once a month for students who have transferred to the district within the month. If a student's LUS did not trigger a screening, but he/she was identified as an EL in their previous district based on the EL History Report, the District Title III Coordinator will notify the school's ELD teacher to consider the student as a potential PHLOTE. It will be the responsibility of the ELD 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.

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

Central Point SD 6 will use the state-approved decision rules will be applied to the LUS for Native American students and information from the regional SOESD Indian Education Coordinator, followed by an interview of the student's family. If language is identified as a potential barrier to achievement, the district identification procedure for ELs will be implemented.

Identification of Potential English Learners

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



Identification of Potential English Learners

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.	ELD teachers 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 ELD teacher 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.

Early Childhood 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 an Intensive Family Service Plan (IFSP) to an Individualized Education Plan. This procedure involves the following steps:

Steps	Person Responsible	Timeline
1. CPSD6 Elementary Special Education Coordinator will give the district Title III Coordinator a list of incoming Kindergartners on an IFSP who need a WMLS-II screening based on Language Use Survey. (Student ID, name, DOB, gender, CD case Manager, local school, and whether an interpreter is needed, and any information helpful during the screening)	CPSD6 Elementary Special Education Coordinator	First week in February
2. The district Title III Coordinator will verify LUS information in the Synergy student information system for all incoming ECE students already entered into the Non-District Options school focus group.	Title III Coordinator	Second week in February
3. The district Title III Coordinator will create a permission to screen letter in English and/or Spanish/Native Language and will mail them to the address listed in Synergy along with a self-addressed and stamped envelope.	Title III Coordinator	Third week in February
4. The district Title III Coordinator will email the Early Child Special Education Coordinator letting her know the permission to WMLS letters have been mailed.	Title III Coordinator	Immediately after mailing letters
5. ECSE Coordinator will email the preschool contact teachers asking them to remind parents to return the signed permission slip to the CPSD6. If the parents give the permission slips to the preschool teacher, then the preschool teacher will send the permission slips to the CPSD6 District Office.	ECSE Coordinator	Within 2 days after receiving notification that letters were mailed.
4. Preschool teachers will remind parents to return the signed permission slip to the CPSD6. If they receive the permission slips, they send the permission slips to the CPSD6 District Office.	ECSE Preschool Teachers	As they talk to parents

Identification of Potential English Learners

34. Describe the district's plan using one of the State's approved assessments for identifying ELs; include what sections are used to ensure all domains of the English language are assessed. Include the agreement to use the state approved fluency scores at each grade level.

Any student flagged by the LUS will complete the ELPA21 Screener within 30 days of the first day of school or within 14 days of starting school. Upon release of the ODE-approved ELPA21 Screener and cut-scores are determined, it will replace WMLS-III as the English language assessment used to identify ELs.

ELPA21 Screener	K	1	2	3	4	5	6	7	8	9	10	11	12
Language Proficiency Levels	All grade levels=Proficient Basic English Language Ability requires a level of 4 or 5 (Intermediate High or Advanced) in all areas to not be labeled EL and be offered ELD services.												

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

All staff administering the screening tools and/or scoring the assessment results must first complete the state-required training before administering the ELPA21 Screener.

36. Describe the district's plan to include the procedures for collecting the assessment data and sharing the results with teachers. **AND**

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

- Within first 30 days of each school year or within 10 days for students entering after first of year, ELD teachers will disseminate test data (ELPA21 screener) along with program recommendations to parents via mail in a language the student/parents can understand.
- The ELD teacher will place ELPA21 screener results in the ELD blue folder located in the student Permanent file, record results in Synergy student information system in ELL Orange Folder-Assessments tab, and scan/upload copy of the results to Synergy Student Information Screen-Documents tab.
- The ELD teacher will notify the core content teacher(s) of each student and share current English proficiency level.

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

39. Describe where the original Language Use Survey, identification screener results, and original parent identification communication will be stored.

The Parent Notification letter is sent out to all previously and newly identified ELD students each fall, within 30 calendar days of the start of the school year. It is sent out by the ELD staff at each school. A copy of the ELD parent notification letter is filed in the student's permanent file and uploaded on student documents tab in Synergy. Schools e-mail the district Title III Coordinator to verify that they have sent out their parent notification forms have been sent home for all active students.

EL Identification Steps	Person Responsible	Timeline for Each Step
1. Results of the ELPA21 screener entered into Synergy student information system (ELL Orange Book-Assessment Tab). Original booklet and score report should be stored (along with the LUS) in the Blue folder of the student Permanent file.	ELD Teacher	<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 10 days of the student's enrollment date.
2. Program Eligibility Parent Notification Letter is prepared for parent(s) with results of assessments. Parent notification letters are generated from Transact or found stored annually on the district shared Q:// Title III folder.	ELD Teacher	<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. One copy of the parent notification letter is mailed to the parents' home address. One copy is to be filed in the blue ELD folder in the student's permanent file. One copy is to be scanned and uploaded in Synergy student information system on Student Screen-Documents tab.	ELD Teacher	<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.

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

Central Point SD6 includes with the district registration the ODE-approved LUS for identification of English Language Learners which includes response for preferred language of communication sent home. Parent notification letters are available in English, Spanish and Russian, which meets the linguistic needs of over 90% of our ELD families. Families who speak another language receive it in English with a multi-lingual attachment that asks them to contact the district about the letter if they have questions. The district contracts with the appropriate language interpreter in person or by phone as needed in the event that a family with a less commonly occurring language wants clarification and has questions. TransACT services are also used by the district to access required notifications in other languages needed for our parents. As part of the SOESD consortium, access to interpreters and services in other languages is also available.

Program of Service for English Learners

41. Describe the district program of services for ELs. Include how and where the services will be provided and by whom for each program of language instruction available to ELs in the district. Consider putting this information in a chart – by school, grade, grade level; include all EL programs for all groups of ELs (SIFE, Recent Arriver, ELSWD, etc.). AND

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

Central Point School District uses “A Focused Approach for English Language Development” program developed by Suzanne Dutro. Focus of the ELD program will be on acquiring English through listening, speaking, reading, and writing with an emphasis on the English Language Proficiency Standards.

Services for ELL students in the Central Point School District are provided as follows:

- Students are grouped by language proficiency levels in groups or grade level class periods of similar ages. Each group addresses students within one to two levels of each other.
- ELD services are delivered through an ESL model and ELD staff is responsible for providing services to EL students. Each school is assigned a certified ELD teacher and certified intervention specialists.
- ELD pull-out, push-in and Two-Way Immersion are all options at the elementary level.
- ELD class periods and Two-Way Immersion are options for middle and high school levels.

Type of LEP Program	Description of Model
ELD Push-in	ELD Push-in ELD instruction is provided within the student's mainstream or content area classroom.
ELD Pull-out	ELD Pull-out ELs spend part of the day in a mainstream classroom and are “pulled out” for a portion of the day to receive ELD instruction. This approach is more common in elementary school settings.
ELD Class Period	ELD Class Period ELs receive their ELD instruction during a regular class period and also receive course credit for the class. This approach is more common in middle schools and high schools.
Sheltered English Instruction	Sheltered Instruction Teacher provides instruction that simultaneously introduces both language and content, using specialized techniques to accommodate ELs' linguistic needs. Instruction focuses on the teaching of academic content rather than the English language itself, even though the acquisition of English may be one of the instructional goals. Some examples of sheltered instruction models may include SIOP, GLAD, SDAIE, and CM.
Newcomer Program	Separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs on a short-term basis (usually no more than two years) before they enter more traditional programs (e.g., Bilingual, English language development and/or Sheltered Instruction courses or programs). ELs receive their ELD in this program
Two-Way Dual Immersion	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.

The ELD program sponsors on-going training in sheltered instruction techniques using the SIOP model (Sheltered Instruction Observation Protocol) in order to support content learning and boost overall student achievement in the content areas. A SIOP strategies checklist is provided for teachers and PLC teams to use for monitoring fidelity of SIOP in the classroom. The district also takes advantage of local ESD trainings in both GLAD and CM strategies at both the elementary and secondary level for Sheltered English Instruction content teachers.

Program of Service for English Learners

		EL Sub-Groups				EL Programs of Service				
	Grade Level	Standard EL Group	ELSWD IEP identifying accommodations and/or modifications	Recent Arriver	SIFE	ELD Push-in	ELD Pull-out	ELD Class Period	Newcomer Program	Service Provider
Central Point Elementary School	K	X	X	X	X	X			X	Building ELD Teacher
	1	X	X	X	X		X		X	
	2	X	X	X	X		X		X	
	3	X	X	X	X		X		X	
	4	X	X	X	X		X		X	
Jewett Elementary School	K	X	X	X	X	X			X	Building ELD Teachers & TWI Bilingual Classroom Teachers
	1	X	X	X	X	X			X	
	2	X	X	X	X	X			X	
	3	X	X	X	X	X	X		X	
	4	X	X	X	X	X	X		X	
Patrick Elementary School	K	X	X	X	X	X			X	Building ELD Teacher & Educational Assistant Support
	1	X	X	X	X		X		X	
	2	X	X	X	X		X		X	
	3	X	X	X	X		X		X	
	4	X	X	X	X		X		X	
Mae Richardson Elementary School	K	X	X	X	X		X		X	Building ELD Teacher
	1	X	X	X	X		X		X	
	2	X	X	X	X		X		X	
	3	X	X	X	X		X		X	
	4	X	X	X	X		X		X	
Rogue Primary School	K	X	X	X	X	X	X		X	Building ELD Teacher
	1	X	X	X	X	X	X		X	
	2	X	X	X	X	X	X		X	
Sams Valley Elementary School	K	X	X	X	X	X			X	Building ELD Teacher & Educational Assistant Support
	1	X	X	X	X		X		X	
	2	X	X	X	X		X		X	
	3	X	X	X	X		X		X	
	4	X	X	X	X		X		X	
Hanby Middle School	6	X	X	X	X			X	X	Building ELD Teacher
	7	X	X	X	X			X	X	
	8	X	X	X	X			X	X	
Scenic Middle School	6	X	X	X	X			X	X	Building ELD Teacher
	7	X	X	X	X			X	X	
	8	X	X	X	X			X	X	
Crater Academy of Health & Public	9	X	X	X	X			X	X	Building ELD Teacher
	10	X	X	X	X			X	X	
	11	X	X	X	X			X	X	
	12+	X	X	X	X			X	X	
Crater Academy of Health & Public	9	X	X	X	X			X	X	Building ELD Teacher
	10	X	X	X	X			X	X	
	11	X	X	X	X			X	X	
	12+	X	X	X	X			X	X	
Crater Academy of Health & Public	9	X	X	X	X			X	X	Building ELD Teacher
	10	X	X	X	X			X	X	
	11	X	X	X	X			X	X	
	12+	X	X	X	X			X	X	

Program of Service for English Learners

43. Describe the methods and services the district will use to ensure that ELs can meaningfully participate in core instruction and special programs (music, career, technical, etc.). Include all groups of ELs (SIFE, Recent Arrivers, ELSWD, etc.).

EL Sub Group	Core Instruction and Special Programs 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 administrators each September.
Secondary ELs	Creation of schedules are audited by Secondary administrators to ensure access to appropriate core content, prioritized interventions and at least one elective per year. ELs are included in the district-wide school choice for the 3 small schools on the high school campus, which connects high-school students to high-interest, 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.
SIFE	Creation of class schedules is handled on a case-by-case basis to balance the student's academic, linguistic, and social-emotional needs.
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 considered if a special program must be substituted with either ELD instruction or SPED services.
Secondary ELSWD	Each small school on the high school campus has a focused, scaffolded plan of scheduling to ensure all students are on-track for graduation, high interest elective offerings and building specific instructional practices to engage students. The schedule 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 and the district bilingual liaison use both push-in and pull-out models to provide additional support for Newcomers to access core content and special programs.
Secondary 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.

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

- The district provides (through our Title III consortium with Southern Oregon Education Service District) SIOP, GLAD and CM training to teachers.
- PLC teams (based on DuFour model) in all schools to analyze student learning data and make instructional decisions.
- Content PD on literacy delivered through "train the trainer" model by instructional coaches and leadership team.
- Provide training in AIMSweb/EasyCBM/SRI and effective progress monitoring for PLCs to have accurate data to analyze for instructional decisions.

Program of Service for English Learners

45. Describe the standards and/or criteria the district uses to determine the amount and type of language development services provided. Include the process to determine the appropriate amount and type of services. Include how the district will measure the effectiveness of these services.

Students	English Language Program	Amount of ELD Instruction
Elementary	Dedicated Pull-out ELD by an ESOL-endorsed teacher during Language or Push-in during Differentiated Instruction time-block (TWI and some kindergarten classes).	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.)
ELSWD, SIFE, Newcomer, Recent Arriver, or other individual need	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 ELD Specialist may vary from 20 – 80 minutes per week, as indicated as an accommodation on the student's IEP.

District formative assessments, AMAO and EL curriculum-based unit assessments will be used to measure the effectiveness of these services. Recent Arrivers may receive ELD class period and/or Duolingo as determined by individual language proficiency need.

Program of Service for English Learners

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

All educational decisions regarding both SPED and ELD services for ELSWDs are made within the context of the IEP meeting, which is attended by all required staff, the ELD Teacher 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 ELD Teacher 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 to deliver ELD instruction, based on the student's individual needs.	The ELD Teacher 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 to deliver ELD instruction, based on the student's individual needs. If interpreter to sign is necessary to deliver content, the IEP team will work together to create an appropriate schedule and delivery model.	The ELD Teacher 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 to deliver ELD instruction, based on the student's individual needs.	The ELD Teacher 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 and placement assessments.	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. 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.
SIFE	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 ELD instruction (including Rosetta Stone) if available and appropriate for the student's needs.	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. 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.

Staffing and Resources

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

School Name	Staffing and Resources by School			
	Institution Type	Staffing	Additional Support Staff	Factors to Determine in Staffing
Central Point Elementary School	K-5 School	0.6 FTE ELD Teacher	Core Content teachers trained with ESOL strategies 3.0 hr/week bilingual parent liaison	38 ELD students
Jewett Elementary School	K-5 School	1.5 FTE ELD Teachers 12.0 FTE TWI Bilingual Teachers	6-(5.75hrs) Bilingual Educational Assistants 10.0 hr/week bilingual parent liaison 15 sessions Language & Enrichment Club for 30 students	TWI district program Highest EL population in district 92 ELD students
Patrick Elementary School	K-5 School	0.25 FTE ELD Teacher	3.0 hr/week bilingual parent liaison	4 ELD students
Mae Richardson Elementary School	K-5 School	0.4 FTE ELD Teacher	Core Content teachers with ESOL endorsement 3.0 hr/week bilingual parent liaison	9 ELD students
Rogue Primary School	K-2 School	0.1 FTE ELD Teacher	2-(5.75hrs) Bilingual Educational Assistants 3.0 hr/week bilingual parent liaison	2 ELD students
Sams Valley Elementary	K-5 School	0.25 FTE ELD Teacher	3.0 hr/week bilingual parent liaison	7 ELD students
Hanby Middle School	6-8 School	0.33 FTE ELD Teacher 3.0 FTE TWI Bilingual Teachers	Core Content teachers trained with ESOL strategies 3-(5.75hrs) Bilingual Educational Assistants 2.75 hr/week bilingual parent liaison	29 ELD students
Scenic Middle School	6-8 School	.50 FTE ELD Teacher	Core Content teachers trained with ESOL strategies 3.0 hr/week bilingual parent liaison	40 ELD students
Crater Academy of Health and Public Services	9-12 School	0.50 FTE ELD Teacher on high school campus	Core Content teachers trained with ESOL strategies	55 ELD Student
Crater Renaissance Academy	9-12 School		9.0 hr/week bilingual parent liaison	Cross-over ELD class periods shared for all 3 schools
Crater School of Business Innovation and Science	9-12 School		40.0 hr/week LifeArt Support Personnel for 25 students 2.5 hr/week homework Club	Additional academic support elective available for EL students

Staffing and Resources

48. Describe the qualifications used by the district to assign instructional staff to the district's language development program (include teacher, instructional assistant, etc.). Include how the instructional staff meets the requirements of Oregon's OARs. **AND**

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

Staffing and Resources			
Job Classification	Required Certification(s) and Educational Background	Verification of Required Certifications or Education	Human Resource Department Responsibilities
Certified	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Transcripts Verification of licensure with Oregon TSPC Verification of endorsement with Oregon TSPC College or OPIc exam for bilingual proficiency level 	<ul style="list-style-type: none"> Job Description with detailed requirements and expectations TSPC Verification TalentED online trainings and certified observation/evaluations Maintain employee records of coursework & trainings
Classified – EL Assistant	<ul style="list-style-type: none"> Associate's degree (A. A.) or equivalent from a two-year college or technical school, or one to two years' 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. 	<ul style="list-style-type: none"> Transcripts Resume National Career Readiness Assessment results College or OPIc exam for bilingual proficiency level 	<ul style="list-style-type: none"> Job Description with detailed requirements and expectations TalentED online trainings and classified evaluations Maintain employee records of coursework & trainings
Administrative	<ul style="list-style-type: none"> Valid Oregon Administrative License and master's degree or Equivalent Required. Preference given to bilingual/bicultural candidates 	<ul style="list-style-type: none"> Transcripts Verification of licensure with Oregon TSPC Verification of endorsement with Oregon TSPC 	<ul style="list-style-type: none"> Job Description with detailed requirements and expectations TSPC Verification TalentED online trainings and classified evaluations Maintain employee records of coursework & trainings
Bilingual Interpreters	<ul style="list-style-type: none"> Preference given to candidates with 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. Bilingual proficiency level at Advanced on OPIc exam. Beginning Interpreter training at SOESD completed. Intermediate interpreter training at SOESD completed for interpreters of IEP or discipline records. 	<ul style="list-style-type: none"> Transcripts Resume National Career Readiness Assessment results. College or OPIc exam for bilingual proficiency level 	<ul style="list-style-type: none"> Job Description with detailed requirements and expectations Maintain employee records of coursework & trainings

Staffing and Resources

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

All potential certified candidates, whether temporary, probationary, or permanent need to meet the Highly Qualified requirements, have a valid teaching license and ESOL endorsement with the Oregon TSPC, and meet OAR requirements. An emergency credential can be applied for by the district for a candidate in the process of completing a TSPC-approved ESOL endorsement program. The district has and will continue to support the completion of the program with tuition credit vouchers, if available.

Certified teaching candidates and bilingual educators are recruited by a focus effort on district administration to actively participate and recruit at both the Western Oregon University and Southern Oregon job fairs, as well as other job fairs at universities that offer Bilingual Education.

ELD and core content teachers are provided with opportunities for additional training in SIOP, GLAD and CM. All trainings are held by the Southern Oregon ESD and therefore schedules are based on the date/time of trainings they offer.

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

Staffing and Resources		
	Adopted ELD Curriculum	Additional Resources
Elementary	National Geographic/ Reach NG Connect Online Systematic ELD	<ul style="list-style-type: none"> Reading A-Z with ELL component subscription Newsela non-fiction text by Lexile level Carousel of Ideas Curriculum Systematic ELD matrix GLAD strategies Construct Meaning Elementary
Middle School	National Geographic/ Inside NG Connect Online Systematic ELD	<ul style="list-style-type: none"> NewsELA non-fiction text by Lexile level Language! Curriculum Systematic ELD matrix GLAD strategies Construct Meaning Secondary
High School	National Geographic/ Edge NG Connect Online Systematic ELD	<ul style="list-style-type: none"> Newsela non-fiction text by Lexile level Literature sets in Spanish and English to support core content Systematic ELD matrix GLAD strategies Construct Meaning Secondary
Recent Arriver and/or SIFE as needed	National Geographic/ Edge NG Connect Online Systematic ELD	<ul style="list-style-type: none"> Duolingo Rosetta Stone GLAD strategies Construct Meaning Elementary or Secondary

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

Each trimester during the year, the district ELD PLC meets and conducts on-going review of instructional materials. The team process includes identifying any gaps and recommendations for additional purchased materials.

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

Central Point School District 6 adopted and purchased ODE-approved ELD curriculum materials for use in the 2017-2018 school year. As the EL staff implements the new materials, careful evaluation of any needed additional supplements to the core program will continue to be reviewed using the required curriculum evaluation process. The district is committed to providing the relevant, engaging and enriched curriculum to best meet the diverse needs of our students.

Transition from English Language Development Program

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

Acquisition of proficiency in the English Language is the foundation of the English Language Development program at Central Point School District. The Oregon State Board of Education has standards that describe continuous progress through the skills necessary to increase a level of proficiency. The Central Point School District uses the English Language Proficiency Assessment (ELPA21) and a body of supporting evidence to determine this level of proficiency. ELPA21 measures English proficiency by levels 1-5 in the four domains of listening, speaking, reading, and writing.

Standard Exit from the EL Program:

If a student scores at the Overall Level of Proficient on ELPA21, the student will be exited from the ELD Program. The standard exit procedures are used for most EL students, including SIFE and Recent Arrivers.

The ELD teacher will follow these steps:

- 1) Schedule an Exit Decision Meeting, inviting:
 - a) The parent(s)
 - b) ELD teacher
 - c) A Content Area Teacher who knows the student
 - d) Bilingual parent and community liaison and/or interpreter, as needed
 - e) Building principal
 - f) Special Education teacher, if the student has an IEP
 - g) The Student, if developmentally appropriate
- 2) At the Exit Decision Meeting, review the assessment data and gather the input of all team members, including the completion of *Evaluation of Student Language by ELP Standard Exit from the District's ELD Program*
- 3) Complete an Exiting ELD Services Form, including all data and obtaining all the necessary school personnel signatures. Indicate on the form: 1) exited. A student will be exited if ELPA21 indicates proficient.
- 4) Mail a copy of the Exit Form and an Exit Letter to the parent's home address.

Special Considerations for ELSWD:

ELSWD who do not achieve proficiency may be considered for exit on a case-by-case basis by a team, which includes Special Education and ELD Specialists familiar with an individual student's progress and abilities. Special education evaluation assessment data may be used in addition to ELPA21 results in determining English proficiency based on the individual student disability.

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

If a student scores at the Progressing Level of Proficiency on ELPA21, the student can be considered for promotion from the ELD Program. The standard exit procedures are used for promotion for most EL students, including SIFE and Recent Arrivers.

The ELD teacher will follow the same steps as described for standard exit program.

Special Considerations for ELSWD:

ELSWD who do not achieve proficiency may be considered for promotion on a case-by-case basis by a team, which includes Special Education and ELD Specialists familiar with an individual student's progress and abilities. Special education evaluation assessment data may be used in addition to ELPA21 results in determining English proficiency based on the individual student disability.

Transition from English Language Development Program

56. Describe the staff responsible and their role in the exiting process. **AND**
57. Describe how and where the documentation of the district's exiting procedures will be maintained, and who is responsible for maintaining the documentation. **AND**
58. Describe how parents are included in exiting decisions, and how the district communicates with parents that their student has obtained English proficient or not. **AND**
59. Describe the district's procedures for determining whether a lack of student success is due to academic needs or language needs when considering returning an EL to the district ELD program for the monitored students in each of the four years.

Exiting or Promotion from ELD Services Procedures		
Step	Responsible Team Member	Timeline
1) ELPA21 test administered	Building test administrator, ELD teacher or Bilingual Liaison	Jan-Apr *exact dates released by ODE every year
2) ELPA21 scores reviewed to determine level of proficiency: a) Emerging: stop exiting/promotion process. This student is not eligible. b) Progressing: can consider promotion if body of evidence and team support. c) Proficient: must proceed with exiting procedures.	ELD teacher	ELPA21 release dates are published annually by ODE. Scores should be reviewed within 7 days of district receiving results.
3) Consultation with core content teacher(s): a) Progressing: ELD teacher will consult with core content teacher(s) to determine if student continues to benefit from ELD instruction. If no, proceed with promotion procedures. b) Proficient: ELD teacher will consult with core content teacher(s) to request documents of evidence from class assignments.	ELD and core content teacher(s)	Within 3 days of reviewing ELPA21 results (10 days after scores are released).
4) Schedule and invite team members to Exit/Promotion meeting a) Use <i>Invitation to ELD Exiting Meeting</i> (Q://Title III/Forms and Documents) in language requested by parent b) Contact parent by phone and send letter home	ELD Teacher	Within 4 days of consultation with core teacher(s) (2 weeks after scores are released).
5) Request core content teacher(s) to collect and turn into ELD teacher following documents of evidence: a) Writing rubric sample b) Speaking rubric sample c) Updated district <i>Teacher Survey Rubric</i> (Q://Title III/Forms and Documents)	ELD Teacher Core content teacher(s)	Within 4 days of consultation with core teacher(s) (2 weeks after scores are released).
6) Prepare <i>Student Performance Levels in ELP Standards</i> (Q://Title III/Forms and Documents) according to student grade level	ELD Teacher	Prior to Exit or Promotion meeting
7) Prepare <i>CPSD6 ELD Exiting Form</i> (Q://Title III/Forms and Documents) with data and demographics	ELD Teacher	Prior to Exit or Promotion meeting
8) Hold exiting or promotion meeting with team members, including parent or parent representative. During meeting team completes: a) <i>Student Performance Levels in ELP Standards</i> b) <i>CPSD6 ELD Exiting Form</i>	ELD Teacher facilitates meeting	As scheduled with parent and team
9) If student is exited from ELD program, The <i>Exit Letter to Parents</i> (Q://Title III/Forms and Documents) is completed and sent to parent	ELD Teacher	Within 3 days of Exiting/Promotion team meeting
10) Synergy student database updated with the following: a) LEP exit date and program exit dates recorded as day AFTER last day of school. Student will continue to receive ELD services for remainder of that school year. b) Exit/Promotion documents scanned and uploaded to Student Demographic screen-Documents Tab c) Exit/promotion documents are stored in blue ELD folder in student permanent file	ELD Teacher	By end of school year

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

Transition from English Language Development Program

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

If an EL student does not show adequate progress, however, with the above factors noted, further evaluation and intervention will be initiated. The Central Point School District uses a Student Services and Data team to monitor student academic progress and needs. Each building ELD teacher is a member of the MTSS team.

EL students, like all students in the district, go through the first two levels of intervention prior to being considered for Special Education services. Before an EL student is referred for Special Education evaluation, the pre-referral process requires a close examination of extenuating factors and a series of classroom interventions (elementary: Title I-A and secondary: academic support period) designed to rule out lack of language proficiency as a factor in lack of academic progress or achievement.

Students' academic progress in Title I services are monitored regularly. Interventions in Title I are implemented and monitored for at least 6 weeks. If lack of progress is determined not to be a result of LEP, an additional Title I intervention will be implemented. The support provided in Title I differs from the Title I services to native English speakers. District benchmark assessment screenings are used to assess student phoneme segmentation, letter-sound correspondence, and oral reading fluency. Reading fluency can also be assessed in Spanish for our Spanish EL students. EL students served in interventions are placed in an intervention meeting specific targeted needs focused on phonological-morphological-syntactical awareness, guided reading, vocabulary word meaning and modeling/practice of fluent reading. Training, strategies, and lesson accommodations support for the intervention teachers are embedded lessons with who work with EL students.

60. Describe the district's plan for monitoring the academic and linguistic progress of EL students with a waiver for service. Include how the district notifies parents of ELs with waivers for services about their student's progress and opportunities for support through the ELD program.

- Students whose parents have denied services are included in all data analysis by the district ELD team.
- These students take the ELPA21 each year. The ELPA21 results are mailed to the parents.
- Each fall the Waiver of Service form is submitted to the parents to inform them the student is still under a Waiver of Service.
- If an MTSS meeting is called for a student with a Waiver of Service form on file, The ELD teacher will be a member of the team that analyses the student's progress.
- ELD services will be continually offered to the parent if the team finds that language is a consideration in the student's academic or linguistic progress.

Monitoring Year	Procedure	Timeline	Person Responsible	Document
Year 1	Student progress is evaluated by academic grades, state testing and teacher observation. <i>Teacher Survey Rubric</i> (Q://Title III/Forms and Documents) is completed and evaluated. Copies are sent to parents in a language they can understand.	November March June	ELD Teacher	<i>Teacher Survey Rubric</i> Parent Notification
Year 2	Student progress is evaluated by academic grades, state testing and teacher observation. <i>Teacher Survey Rubric</i> (Q://Title III/Forms and Documents) is completed and evaluated. Copies are sent to parents in a language they can understand.	November March June	ELD Teacher	<i>Teacher Survey Rubric</i> Parent Notification
Year 3	Student progress is evaluated by academic grades, state testing and teacher observation. <i>Teacher Survey Rubric</i> (Q://Title III/Forms and Documents) is completed and evaluated. Copies are sent to parents in a language they can understand.	November June	ELD Teacher	<i>Teacher Survey Rubric</i> Parent Notification
Year 4	Student progress is evaluated by academic grades, state testing and teacher observation. <i>Teacher Survey Rubric</i> (Q://Title III/Forms and Documents) is completed and evaluated. Copies are sent to parents in a language they can understand.	November June	ELD Teacher	<i>Teacher Survey Rubric</i> Parent Notification

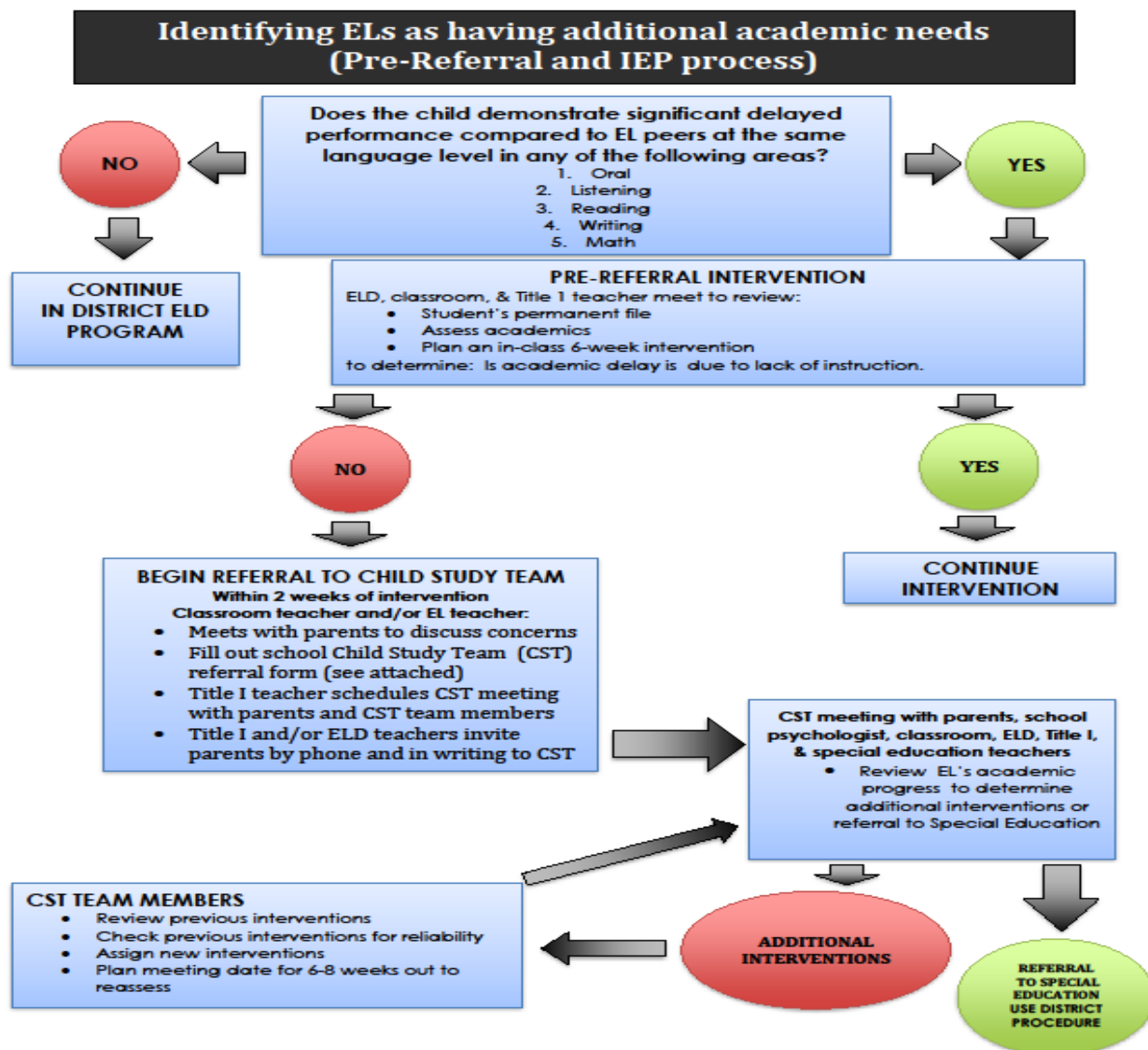
61. Describe the district's communication with parents of monitored ELs during all four years of monitoring, when the district is considering re-entering the student in the EL program, when the student has completed monitoring, and when the student needs additional academic support to be successful during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

Parents are informed all four years in the fall (or within 2 weeks of enrollment) of the Monitoring Process and 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. If the student presents language concerns requiring a re-entry team meeting, the parents are invited and part of the decision-making team.

EQUAL ACCESS TO OTHER SCHOOL DISTRICT PROGRAMS

62. Describe the district's procedures for identifying ELs as having additional academic needs (pre-referral and IEP process). Include the steps, assessments, timeline, and person(s) responsible.

When pre-referral teams have a concern about a student who is also an English Learner (EL), additional information is needed to examine the student's language acquisition and proficiency. The following procedure provides guidance to Multi-Tiered Student Support Teams (MTSS) on what data to collect regarding language proficiency in a student's first and second languages.



EQUAL ACCESS TO OTHER SCHOOL DISTRICT PROGRAMS

Pre-Referral Intervention:

- **The English Language Development (ELD) Teacher** should gather the follow information for the Multi-Tier Student Support (MTSS):
 - Appropriate portions of the Woodcock-Munoz Language Survey (to be requested by the MTSS only)
 - *Cultural-Linguistic Questionnaire* (parent interview form)
 - Other language skills checklists (i.e. Express Quick Screen, Bender checklists) as appropriate
- The referring teacher **or ELD teacher** should gather the following information for the Student Study Team (MTSS):
 - Student Work Samples
 - Attendance profile
- The MTSS should review the above information in conjunction with other pre-referral information to determine if the student may have a disability and should be referred for a special education evaluation.
- For ELL students who are experiencing difficulties in the areas of behavior, motor skills, or sensory issues, the MTSS should gather information regarding these concerns as for any other student.

The Stages of Sequential Second Language Acquisition [Taken from <i>Evaluating ELL Students for SPED Services</i> 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.

Referral for EL Student for Special Education Evaluation:

1. If the MTSS determines that a student who is also an EL should be referred for a special education evaluation the MTSS should forward the following information to the appropriate case manager:
 - a. Information and data compiled by the MTSS
 - i. English Language Proficiency Assessment (ELPA) (measures Basic Interpersonal Communication Skills (BICS) in language 1 and 2)
 - ii. Woodcock Munoz Language Survey (measures Cognitive Academic Language Proficiency (CALP) in language 1 and 2)
 - iii. Smarter Balanced Assessment (measures CALP)
 - iv. Bilingual Verbal Ability Test (BVAT) (measures CALP)
2. The special education evaluation planning team should consider the following when determining whether a special education evaluation is warranted:
 - a. The number of years a student has been exposed to English
 - b. The quality of exposure (home, community, and school) to English
 - c. Academic or language concerns for the student in English (see Stages below)
 - d. Academic or language concerns in the student’s first language
 - e. Other disabilities

Standard Procedures for Consent for Special Education Evaluation:

The Student Study Team (SST) requesting a special education evaluation:

1. Gathers pre-referral documents to include the SST referral form, Intervention Summary Plan, SST notes, and any other data to substantiate concerns (see *Pre-Referral Process*)
2. Submits gathered information to the appropriate Case Manager for review

EQUAL ACCESS TO OTHER SCHOOL DISTRICT PROGRAMS

The Case Manager (CM):

- Reviews the documentation for completeness. If complete, CM proceeds. If incomplete, CM returns information to MTSS to be completed
- Completes the *Request for Initial Special Education Evaluation*
- Submits gathered information to the District Special Education office (Psychologist)

The School Psychologist 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 school Sped Team (CM, Psych, OT, ASD, SLP)
 - *Parent Notification for Special Education Evaluation Referral* 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 (provided to parent in both English and/or Native Language)
 - *Prior Notice About Evaluation/Consent for Evaluation* form will be completed (translated in parent language if other than English) 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 (translated in parent language if other than English) 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. Including information from ELD teacher if student already identified for EL services OR second language influence can be determined.
 - Screening (observation and/or teacher interview) may be initiated by the school Team
- Refuses to conduct an evaluation, if determined.
 - School Team will generate a *Prior Notice of Special Education Action* refusing to conduct an evaluation at this time.

Special Considerations and Factors

1. 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 special education CM will send *Notice of Team Meeting* to parent(s) (translated in parent language if other than English).
2. Required team members include Case Manager and a building representative. Invited team members would include building administrator, ELD teacher, interpreter (if needed), and other knowledgeable specialists.

Procedures for Conducting the Special Education Evaluation:

Special education evaluations are conducted by a team of professionals to determine:

- If a student has, or continues to have, a disability
- Whether the student needs, or continues to need, special education and related services
- To assess educational needs of a student, including the present levels of academic achievement and related developmental needs of the student
- To provide information related to enabling the student to be involved in and progress in the general education curriculum

An evaluation is defined as, "procedures used to determine whether a student has a disability and the nature and extent of the special education and related services the student needs." An evaluation must consider and assess all areas of suspected disability.

Initial evaluation and reevaluations include the administration of:

- Norm-referenced or criterion-referenced standardized or non-standardized tests
- Data from current classroom-based, local, or state assessments
- Classroom-based observations
- Consideration of parent input

The team is not required to agree with or assess every parent concern, but the team must listen carefully to parent input and consider their concerns.

For students with **Limited English Proficiency**, tests and procedures administered must measure the extent to which a student has a disability and needs special education rather than merely measuring a student's English language skills (see *English Language Learners* procedure in the *Referral Process* section).

Assessments of students with disabilities who transfer from one public agency to another public agency in the same school year are coordinated with those students' prior and subsequent schools, as necessary and as expeditiously as possible, consistent to ensure prompt completion of full evaluations.

Evaluation Guidelines

1. Any evaluation procedure proposed must be described in the *Prior Notice About Evaluation/Consent for Evaluation*
 - a. Select only from the assessment choices that are listed in SynergySE
 - b. Only list assessments on the *Prior Notice About Evaluation/Consent for Evaluation* that the team plans to administer
 - c. If the team decides not to give one of the assessments listed after the evaluation has begun, *Prior Notice of Special Education Action* must be completed
 - d. If a test is added after the original consent is signed by the parent, the assessment(s) must be added in SynergySE, and the updated form must be dated and initialed by the parent. Verbal consent is not sufficient
 - e. If a parent refuses consent for one or more assessments listed on the consent, a *Prior Notice About Special Education Action* should be completed noting the parent has refused specific assessments
 - f. A new *Prior Notice About Evaluation/Consent for Evaluation* should be generated with only the assessments for which the parent is agreeing to provide consent
2. Evaluations should be sufficiently comprehensive to identify all of a student's special education and related service needs, whether or not commonly linked to the disability category in which the student has been classified
3. Ensure that the student is assessed in all areas related to the suspected disability, including—if appropriate—health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.
4. The District selects and administers assessments to ensure that if an assessment is administered to a student with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure)
5. The District uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
6. A variety of assessment tools and strategies should be used to gather relevant functional, developmental, and academic information about a student, including information provided by the parent
7. No single measure or assessment should be used as the sole criterion to determine eligibility
8. The following, if appropriate, should be reviewed as part of an evaluation:
 - a. Evaluations and information provided by the parents of the student
 - b. Current classroom-based or state assessments and classroom-based observations
 - c. Observations by teachers and related services providers

EQUAL ACCESS TO OTHER SCHOOL DISTRICT PROGRAMS

Non-Biased Evaluation

The following guidelines are for students who have been enrolled in a program in which all instruction has been in English, with or without an English Language Program. This is the case for most of the Central Point School District. If the student has recently come from a district with a different English Language Program Model contact the District Special Education Department for guidance. The following model is based on *Ochoa and Ortiz Multidimensional Assessment Model for Bilingual Individuals*.

CALP Levels 1 and 2 = minimal

CALP Levels 3-3.5 = emergent

CALP Levels 4 and above = Fluent

Cognitive academic language proficiency (CALP) levels used to describe the language profiles below are based on results of the Woodcock-Munoz Language Survey.

Language Profile 1: CALP levels in native language (L1) and English (L2) are both in the 1–2 range-individual has no significant dominant language, and proficiency and skills in both languages are extremely limited.

Language Profile 2: CALP level in native language in the 3 range and English is in the 1–2 range-individual is relatively more dominant in native language, and proficiency and skills are developing but limited; English proficiency and skills remain extremely limited.

Language Profile 3: CALP level in native language is in the 4–5 range and English is in the 1–2 range-individual is highly dominant and very proficient in native language; English proficiency and skills remain extremely limited.

Language Profile 4: CALP level in native language is in the 1–2 range and English is in the 3 range-individual is relatively more dominant in English, with developing but limited proficiency and skills; native language proficiency and skills are extremely limited.

Language Profile 5: CALP level in native language is in the 3 range and English is in the 3 range-individual has no significant language dominance and is developing proficiency and skills in both but is still limited in both.

Language Profile 6: CALP level in native language is in the 4–5 range and English is in the 3 range individual is relatively more dominant in native language, with high proficiency and skills; English proficiency and skills are developing but still limited.

Language Profile 7: CALP level in native language is in the 1–2 range and English is in the 4–5 range-individual is highly dominant and very proficient in English; native language proficiency and skills are extremely limited.

Language Profile 8: CALP level in native language is in the 3 range and English is in the 4–5 range-individual is dominant and very proficient in English; native language proficiency and skills are developing but limited.

Language Profile 9: CALP level in native language and English are both in the 4–5 range-individual has no significant dominant language and is very fluent and very proficient in both.

Responsible Assessments (including addressing special factors for ELs)

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

EQUAL ACCESS TO OTHER SCHOOL DISTRICT PROGRAMS

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 (SOESD, District Coordinator of Special Education Services, Title III Coordinator).

Specialists administering assessment procedures for EL or Potential EL students will:

- Be knowledgeable about local culture, language, and social patterns and practices
- Use culturally sensitive testing practices (contact District Special Education Department for information)
- 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.

OARs: 581-015-2105; 581-015-2110; 581-015-2115

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

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. She/he also ensures that the Cultural-linguistic Questionnaire is completed by the parent(s). The EL Specialist attends MTSS meetings; including meetings to determine whether or not 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. She/he 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.

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

Some ELL students, due to cognitive, physical, or social-emotional needs, require an ELL 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 School Level 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 School Level Team (again, including parents) will meet to determine the most appropriate ELL instructional program for that student.

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

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.

EQUAL ACCESS TO OTHER SCHOOL DISTRICT PROGRAMS

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

EL students are included in all assessments that English only students participate in, including those of the TAG program. Characteristics of TAG students such as learning things more quickly with less practice than is typical for the age, demonstrating high levels of perception and comprehension, and demonstrating unique ability to retain and process information may be reasons for either the classroom or ELD teacher to refer an EL student for consideration into the TAG program.

Identification Process

- Those identified as Academically Talented have shown specific ability in either reading or math.
- Intellectually Gifted students have demonstrated unusual capabilities in mental reasoning.
- Identification is based on multiple criteria that call for a consistent pattern of excellence over time. One piece of evidence is a score at or above the 97th percentile on a nationally standardized test of academic achievement or mental ability, or the potential to score at this level.
- Additional information must be gathered, and may include referral forms, classroom test scores, work samples, grades, and anecdotal records. No single test, measure or score shall be the sole criterion for identification.

Step 1: Initial Screening/Referral

- Classroom teachers or parents may refer a student (K-12) to the District TAG Coordinator. Students may also make self-referrals.
- All students in Spring of second grade are screened by classroom teachers using the district identification tool GogAT Screener.
- Students in grades three through twelve are screened through state assessment scores, classroom characteristic surveys and/or standardized intelligence tests.

Step 2: Data Review

- When a student has been referred, the TAG Coordinator collects and reviews applicable data.
- In addition to standardized test scores, this data must include other pieces of supporting evidence such as work samples, grades, or parent/teacher referral forms.
- The District TAG Coordinator convenes a home-school TAG Committee (including the building TAG coordinator, classroom teacher, principal and ELD teacher) then decides whether the student:
 - meets criteria for identification.
 - does not meet criteria.
 - may meet criteria, but more information is needed

Step 3: Testing

- When a student scores in the 85%tile or above we request permission from the parent to administer the full GogAT evaluation.
- Test results will be shared with parents and the home school TAG Committee. Parents may pay for IQ testing for TAG identification if they desire.

Step 4: Communication:

- Parents and the student's teacher(s) will be notified of the identification decision.
- Parents have the right to appeal the decision if they disagree, and should begin the process with the school principal.
- Questions regarding the identification process should be directed to the school's TAG representative or the TAG Coordinator for the District.

68. Describe the district's plan for ensuring all ELs have equal access to the core instructional program offered by the district for all students. Include person(s) responsible if appropriate.

All Title I-A schools in Central Point School District are school-wide programs (SWP). There are no targeted assisted programs at this time. All 5 elementary schools are designated as Title I-A SWP. District benchmark assessment screenings are used to assess student phoneme segmentation, letter-sound correspondence and oral reading fluency. EL students served in Title I are placed in an intervention meeting specific targeted needs focused on phonological-morphological-syntactical awareness, guided reading, vocabulary word meaning and modeling/practice of fluent reading. Training, strategies, and lesson accommodations support the Title I teachers in lessons with EL students.

EQUAL ACCESS TO OTHER SCHOOL DISTRICT PROGRAMS

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

All high school students, including ELs, work with their advisor and/or Student Services Coordinator to develop, monitor and adjust a graduation plan, developed during freshman block in 9th grade. 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 high school transcripts by the school Student Services Coordinator.

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 school Student Services Coordinator and ELD teacher will discuss the options and plans for graduation with the student and

EL Group	Core Instruction and Special Programs 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 administrators each September.
Secondary ELs	Creation of schedules are audited by Secondary administrators to ensure access to appropriate core content, prioritized interventions and at least one elective per year. ELs are included in the district-wide school choice for the 3 small schools on the high school campus, which connects high-school students to high-interest, specialized programs. ELs are included in 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 meet all college entrance requirements prior to graduation.
SIFE	Creation of class schedules is handled on a case-by-case basis to balance the student's academic, linguistic and social-emotional needs.
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	Each small school on the high school campus has a focused, scaffolded plan of scheduling to ensure all students are on-track for graduation, high interest elective offerings and building specific instructional practices to engage students. The schedule 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 and the district bilingual liaison use both push-in and pull-out models to provide additional support for Newcomers to access core content and special programs.
Secondary 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.

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.

PARENT AND COMMUNITY INVOLVEMENT

68. Describe the district's procedure, timeline, and the person(s) responsible for the dissemination of the parent program placement letters (both initial and continuing letters).

Dissemination of Parent Program Placement Letters	Person Responsible	Timeline for Each Step
1. CPDSD6 uses transact services for the template Program Eligibility Parent Notification Letter, an Initially Fluent Parent Notification Letter or an Annual Program Parent Notification Letter. The letter is printed in English and in the parents' preferred language.	Building ELD Teacher	<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. Program Eligibility Parent Notification Letter is prepared for parent(s) with results of assessments. Parent notification letters are generated from Transact or found stored annually on the district shared Q:// Title III folder.	Building ELD Teacher	<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. One copy of the parent notification letter is mailed to the parents' home address. One copy is to be filed in the blue ELD folder in the student's permanent file. One copy is to be scanned and uploaded in Synergy student information system on Student Screen-Documents tab.	Building ELD Teacher	Immediately upon mailing and sending notification letters.

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

70. Describe the district's methods used to notify parents of ELs regarding school activities communicated in a language parents can understand (i.e., progress reports, parent-teacher conferences, handbooks, fundraising, extracurricular activities, etc.). What is the process the district uses to determine which documents need to be translated? How does the district provide interpreters for parent to be able to participate in their student's education?

Central Point School District employs a Bilingual Parent and Community Liaison. The Liaison provides translation and interpretation services in Spanish (the most common language of our EL learners) for all school and district notifications, including progress reports, parent teacher conferences, handbooks, fundraising and extracurricular activities. The Liaison also contacts the regional SOESD for translation or interpretation service needs in languages other than Spanish. All documents are translated into the home language identified by the parent at registration either through the Parent Liaison or by accessing resources such as the SOESD, Southern Oregon University foreign language/exchange student services, or Language Line.

Additional methods include:

- The Bilingual Parent and Community Liaison is scheduled to be in all 10 district buildings for a ½ day each week.
- On the district and each school's website, Google translate button is embedded. 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.
- Contracted interpreters at every school building during hours of registration, parent-teacher conferences, and school events such as graduation night, Honor's Society, student recognition, and college planning.
- On the high school campus, parent meetings coordinated throughout the school year by building principals and the Bilingual Parent and Community Liaison provide parents with opportunities to learn about programs, services and activities.
- Resources available for Parent/School communication include:
 - Translators
 - Interpreted district documents

PARENT AND COMMUNITY INVOLVEMENT

- Parent groups and meetings specifically for parents of our EL students and families.
- Report cards are available in both English and Spanish, and Interpreters are provided for all parent conferences and important meetings such as IEP meetings and disciplinary hearings.
- The Bilingual Parent and Community Liaison is also available for any meetings that the parent (or staff) requests.

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

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

- The District Title III Coordinator meets annually with private schools in the district to describe the program and services for EL students. The annual meeting is held in the Spring of each school year to discuss and plan for the upcoming school year.
- The Bilingual Parent and Community Liaison and/or District Title III Coordinator provides local private schools with information regarding Title III services and contacts on how to access services for families attending private school, but who may be eligible to receive Title III services.
- Copies of the ODE-approved Language Use Survey are provided for each private school.
- Families that indicate other language on the Language Use Survey are then contacted within 2 weeks by Bilingual Parent and Community Liaison to determine eligibility. If eligible, parents are notified of services provided by District Title III Coordinator within 2 weeks of eligibility determination.

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

ODE EL Legislative report is obtained by our district, it is added to our district website, given to the school board by our district Director of Education and shared with the EL staff during district EL professional learning community meeting. The document is also shared with Migrant parents during the first PAC meeting.

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

- Parents of EL students are contacted for participation in school and district decisions that involve parents and community. Notifications about parent-teacher-community meetings, EL parent meetings, school site councils and advisory committees are examples of ways parents of EL students are contact for participation and input.
- Parents and community of our EL students are involved in program, school and district decisions through a number of processes:
- The individual school parent groups meet regularly throughout the year to receive information and provide input on district, school and program decisions. An interpreter is also in attendance at these meetings and notification is sent home in a language most used by the parent.
- Parents of elementary and middle school students meet a few times throughout the year with the Bilingual Parent and Community Liaison to provide input on programs and decisions.

Program Evaluation

Though some parts of section 9 have been evaluated and analyzed by the district team, there are several areas requiring data that will be collected this school year.

In April and May of 2023, a comprehensive program evaluation will be conducted in all areas of the plan. This timeframe is selected because it allows for one full year of data to be collected and analyzed. Therefore, one-year's growth will be measurable in the spring of 2023. The Spring 2023 timeframe will allow the district to evaluate all aspects of the program in a meaningful way.

The ELD teachers and Title III coordinator will lead the program evaluation process. The staff members, parents and students who participate in and/or are impacted by the implementation of the plan will be asked to provide input and feedback during the evaluation process.

The intended outcomes of the ongoing and annual evaluations of the EL Plan of Service are twofold:

- 1) To ensure that legal requirements are appropriately and consistently addressed throughout the district;
- 2) To ensure that all procedural and instructional decisions and actions serve our students and families in the most effective way possible.

The principles of continuous improvement will be applied to the findings from the evaluation process to inform which procedural and instructional decisions and actions should be continued, which should be refined or improved and which should be fundamentally changed.

75. Describe the district's program evaluation process of the implementation of district's EL Plan.

- **Include whether the district has followed the established plan; met the applicable procedural and service requirements – including frequency, timeliness, and documentation; does the information sources and methods for gathering information:**
 - **Include whether the evaluation determines if staff have followed applicable procedures and service requirements, including procedural and service requirements (frequency, timeliness, and documentation).**
 - **Include the list of reviewed items: file and record review, staff interviews and surveys, input from parents/students or focus groups, and grievances/complaints made to the district regarding district program implementation or service delivery.**

Frequent ongoing evaluations are conducted at team meetings throughout the year. The district ELD Team consisting of all ELD building teachers, the District Title III Coordinator, Data and Assessment Processor, and Title II Professional Development Coordinator are held once a month to review data, evaluate the district procedures and process for identification, placement, materials and monitoring. Meetings held in April and May focus on ELPA21 administration, exit/reclassification procedures and end-of-year data entry for all students.

Input from parents and community is collected during monthly parent meetings, school site council meetings and PTO meetings. The district parent liaison facilitates district family monthly meetings where input on program procedures, materials and resources available are part of the regular agenda. At each of these stakeholder meetings at the beginning of the year, a review of this local plan is conducted, and revisions of specific sections based on final data from previous year are completed.

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

Random samples of completed home language survey forms from each school. These evaluations look for proper flagging of students for potential identification for ELD services and notification to classroom teachers for language from and to home needs. The samples are collected from each grade level and from every building.

Reports from student information database, Synergy, comparing flagged home language responses to initial identification documentation. These reports identify students with any language besides English indicated on any of the Language Use Survey and identify students being served, monitored, or exited from the ELD program. Below is an example of one school's report from Synergy indicating Home Language recorded. This was compared to the LUS on file.

Program Evaluation



Sams Valley Elementary Query Result Portrait

Year: 2017-2018
Report: QRY801

Legal Last Name	First Name	Middle Name	StudentID (SID)	Language First Learn
	Alexa	Lizette	10263134	Spanish
	Gary		10265102	Spanish
	Itzel	Sofia	10266249	Spanish
	Esmeralda	Juana	605951	Spanish
	Emanuel		10266854	Spanish
	Esmeralda		10264448	Spanish
	Nataly	Rochelle	606009	Spanish
	Uriel		10263292	Spanish
	Marco	A	10265061	Spanish
	Daniel	T	10263126	Russian
	Eli		10262182	Russian
	Victoria		10265324	Russian
	Stacy		10265449	Spanish
	Heman		10264460	Spanish
	Aleen	Mariana	606254	Spanish
	Angel	Jesus	10266604	Spanish
	Alexa		10264442	Spanish
	Juan	M	606007	Spanish
	Jesse		10262543	Spanish
	Abdeyan		10263125	Spanish
	Yuneiry		605991	Spanish
	Aranza		10263249	Spanish
	Annais	A	10264450	Spanish
	Genesis		10265742	Spanish
	Mireya		10266234	Spanish
	Benancio		10265705	Spanish
	Trinidad	Z	605873	Spanish
	Marjose		10262563	Spanish
	Clara	Merlina	10265386	Spanish
	Ismael	Jose	10263052	Spanish

77. Include the evaluation of the student initial identification assessment process. Did the district administer the identification screener timely?

Reports from student information database, Synergy, comparing student enrollment history to initial identification documentation, were used to evaluate the student initial identification assessment process. In addition, recorded assessment dates for Woodcock-Munoz can also be verified in the Synergy Assessment tab. These reports identify specific dates and procedural documentation of the identification process. Below is an example of these reports or screenshots used to evaluate the process of identification:

We also pull a report from Synergy for all students whose LUS is anything other than English and research is done to ensure that all students that are potential ELD records are reviewed and evidence exists as to why they were not screened.

As new students move into the district the ELD teachers as well as the District Title III Coordinator are sent emails when new students enroll that have put something other than English in the Language First Learned field from the Online Registration Form. Each of these students are then researched and the previous school is contacted to determine if the ELPA21 screener needs to be completed or not, and if the student has previous ELD designation.

Program Evaluation

New Enrollment to CPSD6:

The screenshot displays the Synergy Education Platform interface for a student named Violet S. at Jewett Elementary School. The 'Enrollment History' section is highlighted, showing a table with columns: Line, School Year, School, Enter Date, Enter Code, Leave Date, Leave Code, Grade, ADA/ADM, Track, Summer Withdrawal Code, and Summer Withdrawal Date. Two entries are visible: Line 1 for the 2016-2017 school year at Non-District Options with an enter date of 09/29/2016, and Line 2 for the 2017-2018 school year at Jewett Elementary School with an enter date of 09/11/2017. The date 09/29/2016 is circled in green.

Line	School Year	School	Enter Date	Enter Code	Leave Date	Leave Code	Grade	ADA/ADM	Track	Summer Withdrawal Code	Summer Withdrawal Date
1	2016-2017	Non-District Options	09/29/2016	H131			Pre				
2	2017-2018	Jewett Elementary School	09/11/2017	D6			K				

LUS Responses entered into CPSD6 Student Demographics:

The screenshot displays the Synergy Education Platform interface for a student named Violet S. at Jewett Elementary School. The 'Student Information' section is highlighted, showing a form with fields for Language First Learn, Home Language, Language To Home, Language By Home, Interpreter Needed, Nick Name, Last Name Goes By, AKA First Name, AKA Middle Name, AKA Suffix, SSID, Birth Date, Birth Place, Birth Verification, Birth Certificate Num, Birth State, Birth Country, Student Email, and Deceased. The 'Language First Learn' field is circled in green.

Language First Learn	Home Language	Language To Home	Language By Home	Interpreter Needed	Nick Name	Last Name Goes By
Spanish	Spanish	Spanish	Spanish			

Woodcock-Munoz test administration and initial placement letter sent to parent:

The screenshot displays the Synergy Education Platform interface for a student named Violet S. at Jewett Elementary School. The 'Documents' section is highlighted, showing a table with columns: Line, Doc Date, Doc Category, Doc Comment, and Doc Type. Three entries are visible: Line 1 for 09/12/2017 with category 'ELD Documents' and comment 'Student Home Language Proficiency', Line 2 for 09/18/2017 with category 'ELD Documents' and comment 'Madera Hernandez, Violeta WMA Results rtf', and Line 3 for 09/20/2017 with category 'ELD Documents' and comment 'Madera-Hernandez Initial Placement Letter.pdf'. The last two entries are circled in green.

Line	Doc Date	Doc Category	Doc Comment	Doc Type
1	09/12/2017	ELD Documents	Student Home Language Proficiency	
2	09/18/2017	ELD Documents	Madera Hernandez, Violeta WMA Results rtf	
3	09/20/2017	ELD Documents	Madera-Hernandez Initial Placement Letter.pdf	

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

The evaluation of placement in EL program services was conducted by looking for evidence of documentation and following of procedures with random students across all grade level bands in the district, including sub-groups of students.

Evidence of placement occurring within the recommended time frames as documented in the student information database, Synergy, through specific reporting tools (PGM403). Our plan has an established time frame of within 30 school days from registration, the student identification process has been completed and inputted into Synergy. Reports in Synergy identify the exact timeline from registration to identification.

Program Evaluation

Evidence of parent notification letters sent home as documented in parent contact tab of student information database, Synergy, and a copy in student ELD file in permanent file. The contact tab includes options for ELD teachers to indicate "initial" or "annual" notification letter sent home to parents. Synergy also has the capability of storing electronically scanned documents, such as the parent notification letter or declined services into the student screen.

LEP start date and program models recorded in Synergy:

English Language Learners

Student Name: Violet S. School: Jewett Elementary School Room Name: JES 11 Staff Name: Leedy, L.

ELL Assessment Planned Contact Follow Up

Legal Last Name: Violet First Name: Stephanie Middle Name: Suffix: StudentID (SID): 10266199 Grade: K Gender: Female

ELL History

Line	Date	Program	End Date	End Reason
1	09/20/2017	No Additional Program Model		
2	09/20/2017	ELD Push-In		
3	09/20/2017	Two-Way Immersion (Native Spanish Speakers Only)		

Languages

Additional Information

US LEP Start Date: 09/20/2017 LEP Exit Date: [Blank] Transfer: [Blank] Re-Entry: [Blank]

US Entry Date: 09/11/2017 US School Entry Date: [Blank] Entry From Country: Mexico Birth Country: Mexico Foreign Born and < 3yrs in U.S. Schools: [X]

Initial and Continuing placement letters sent to parents and uploaded to Synergy file:

Student

Student Name: Anna S. School: Sams Valley Elementary Homeroom: 2 Teacher: Marrocco, J. Graduation Year: 2028 Age: 7

Demographics Parent/Guardian Other Info Emergency Enrollment Enrollment History Classes Documents Student Contact Log Notes Schedule FTE OLD Discipline System Language Use OLR - Online Registration

Legal Last Name: Anna First Name: Anna Middle Name: A Suffix: StudentID (SID): 10264450 Grade: 2 Gender: Female

Documents

Line	Doc Date	Doc Category	Doc Comment	Doc Type
1	09/15/2015	ELD Documents	Woodcock-Munoz	
2	09/18/2015	ELD Documents	Initial Placement Letter	
3	12/01/2015	ELD Documents	Teacher Survey Rubric	
4	10/04/2016	ELD Documents	Continuing Placement Letter-Span	
5	10/04/2016	ELD Documents	Continuing Placement Letter-Eng	
6	11/30/2016	ELD Documents	Teacher Survey Rubric	
7	03/24/2017	ELD Documents	Teacher Survey Rubric	
8	09/30/2017	ELD Documents	Continuing Placement Letter	
9	12/01/2017	ELD Documents	Teacher Survey Rubric	

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

Report from Human Resources Department on current staff qualifications including highly qualified, professional development credits accrued, endorsements completed and specific program training/certification such as SIOP, Woodcock-Munoz, Adept, etc.

Review and needs addressed at each meeting on curriculum and materials used in each specific building and by each teacher. Supplemental material to address needs such as Learning A-Z with ELL component for additional engaging, grade appropriate reading was added, Rosetta Stone licenses for use both by general classroom teachers to acquire second language skills and newcomer students for supplemental English language acquisition were also added based on these meeting conversations.

Program Evaluation

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

Random samples of student exiting forms including documentation of body of evidence uploaded into Synergy information system. Evidence of exiting/reclassification procedures occurring within the recommended time frame as documented in the student information database, Synergy, through specific reporting tools (PGM403).

Student Exiting procedures and documentation and uploaded to Synergy file:

The screenshot shows the Synergy Student Information System interface. The student's name is Angeline N., School is Jewett Elementary School, and the teacher is Miller, L. The student's ID is 10264937, Grade is 4, and Gender is Female. A list of documents is displayed, including 'survey rubric angeline.pdf', 'angeline.pdf', 'survey rubric angeline.pdf', 'survey rubric angeline.pdf', and 'Exit angeline.pdf' (highlighted with a yellow circle).

PDF of file located in screenshot above--Student Exiting procedures and documentation and uploaded to Synergy file:



EXITING ELD SERVICES (RECLASSIFICATION) FORM

Meeting Date: 6/13/17	Date of Birth: 8/26/2008
Student ID Number: 10264937	Home Language: Spanish/English
Entry Date: 9/18/2013	Date Service Ends (typically last day of school year unless mid-year exit): 6/15/17
Grade: 3rd	
School: Jewett	

Oregon English Language Proficiency Assessment (ELPA) Scores (if applicable)

ELPA21 Test Year	Overall Level	Proficient, Progressing or Emerging	Reading Level	Writing Level	Speaking Level	Listening Level
2017	4	Proficient	4	4	5	5
2016		Progressing	3	3	3	5
2015	3		4	3	5	3
2014	2		2	2	2	2

☒ **Exit** to monitor status based on ELPA21 overall proficiency score of 3 (All strands of ELPA21 must be a either 4 or 5 score level.) AND a body of evidence as detailed on the Evaluation of Student Language by ELP Standard for Possible Reclassification from the District's ELD Program.

☐ **Retention** in the ELD program despite the ELPA21 composite test score of 3 as the body of evidence does NOT demonstrate proficiency. This decision is based on the substantial agreement by the Core team consisting of: the ELD teacher, Parent Liaison, classroom teacher/core content teachers, the student's parent(s)/guardian(s), and the attached body of evidence. (See summary)

☐ **Re-entry** into ELD program from monitor status based on the substantial agreement by the Core Team consisting of: the ELD teacher, Parent Liaison, classroom teacher/core content teachers, the student's parent(s)/guardian(s), and the attached history. (See monitor history)

Shacey Coffman
English Language Development Teacher Signature

6/13/17
Date

District ESL Administrator (if applicable)

Date

Participants:

Robyn Ratter
Judy Molie

Comments:

Program Evaluation



CENTRAL POINT SCHOOL DISTRICT 6

Evaluation of Student Language by ELP Standard Reclassification from the District's ELD Program

Student Name: Angeline [REDACTED] DOB: 8/26/08 Grade: 3 School: Jewett Date: June 13, 2017

As a team, please review evidence of the student's reading, writing, listening, and speaking abilities and compare the student's demonstrated language proficiency against the ELP standards below.

Standard	Early Advanced	Advanced
1 An ELL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing	This EL can use an <u>increasing range</u> of strategies to: <ul style="list-style-type: none"> <input type="checkbox"/> determine the main idea or message <input type="checkbox"/> identify or answer questions about some key details that support the main idea/message <input type="checkbox"/> retell a variety of stories from read-alouds, simple written texts, and oral presentations.	This EL can use an <u>wide range</u> of strategies to: <ul style="list-style-type: none"> <input type="checkbox"/> determine the main ideas or message <input type="checkbox"/> tell how key details support the main idea <input type="checkbox"/> retell a variety of stories from read-alouds, simple written texts, and oral presentations.
2 An ELL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions	This EL: <ul style="list-style-type: none"> <input type="checkbox"/> participate in discussions, conversations, and written exchanges <input type="checkbox"/> follow the rules for discussion <input type="checkbox"/> ask and answer questions <input type="checkbox"/> build on the ideas of others <input type="checkbox"/> contribute his or her own ideas about a <u>variety</u> of topics and texts.	This EL can: <ul style="list-style-type: none"> <input type="checkbox"/> participate in extended discussions, conversations, and written exchanges <input type="checkbox"/> follow the rules for discussion <input type="checkbox"/> ask and answer questions <input type="checkbox"/> build on the ideas of others <input type="checkbox"/> express his or her own ideas about a <u>variety</u> of topics and texts.
3 An ELL can speak and write about grade-appropriate complex literary and informational texts and topics	This EL can, with <u>some</u> details,: <ul style="list-style-type: none"> <input type="checkbox"/> deliver short oral presentations <input type="checkbox"/> compose written narratives <input type="checkbox"/> compose informational texts about a <u>variety</u> of texts, topics, experiences, or events.	This EL can, with <u>details and examples</u> to develop a topic,: <ul style="list-style-type: none"> <input type="checkbox"/> deliver oral presentations <input type="checkbox"/> compose written narratives <input type="checkbox"/> compose informational texts about a <u>variety</u> of texts, topics, experiences, or events.
4 An ELL can construct grade appropriate oral and written claims and support them with reasoning and evidence	This EL can, <ul style="list-style-type: none"> <input type="checkbox"/> introduce a topic <input type="checkbox"/> express opinions <input type="checkbox"/> give several reasons for the opinions about a <u>variety</u> of topics.	This EL can, <ul style="list-style-type: none"> <input type="checkbox"/> introduce a topic <input type="checkbox"/> express opinions <input type="checkbox"/> give several reasons for the opinions <input type="checkbox"/> provide a concluding statement about a <u>variety</u> of topics.
5 An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems	This EL can, with prompting and support, <ul style="list-style-type: none"> <input type="checkbox"/> carry out short individual or shared research projects, <input type="checkbox"/> recall information from experience <input type="checkbox"/> gather information from multiple sources <input type="checkbox"/> sort evidence into provided categories. 	This EL can, <ul style="list-style-type: none"> <input type="checkbox"/> carry out short individual or shared research projects, <input type="checkbox"/> recall information from experience <input type="checkbox"/> gather information from multiple sources <input type="checkbox"/> sort evidence into categories.
6 An ELL can analyze and critique the arguments of others orally and in writing	This EL can, <ul style="list-style-type: none"> <input type="checkbox"/> tell how one or two reasons support the specific points an author or a speaker makes. 	This EL can, <ul style="list-style-type: none"> <input type="checkbox"/> describe how reasons support the specific points an author or a speaker makes.
7 An ELL can adapt language choices to purpose, task, and audience when speaking and writing	This EL can, <ul style="list-style-type: none"> <input type="checkbox"/> adapt language choices, as appropriate, to formal and informal contexts <input type="checkbox"/> use a wider range of general academic and content-specific words in conversations and discussions. 	This EL can, <ul style="list-style-type: none"> <input type="checkbox"/> adapt language choices, as appropriate, to formal and informal contexts <input type="checkbox"/> use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts.
8 An ELL can determine	This EL can, using context, reference materials, and an	This EL can, using context, reference materials, and

Program Evaluation



CENTRAL POINT SCHOOL DISTRICT 6

Evaluation of Student Language by ELP Standard Reclassification from the District's ELD Program

the meaning of words and phrases in oral presentations and literary and informational text	<p>increasing knowledge of English morphology (root words, some prefixes),</p> <p><input type="checkbox"/> determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions</p> <p><input type="checkbox"/> some general academic and content-specific vocabulary</p> <p>in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events.</p>	<p>morphology (e.g., root words, simple inflectional endings such as -ed, -ing, and some common prefixes),</p> <p><input type="checkbox"/> determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions</p> <p><input type="checkbox"/> some general academic and content-specific vocabulary</p> <p>in oral presentations and written texts about a variety of topics, experiences, or events.</p>
9 An ELL can create clear and coherent grade appropriate speech and text.	<p>This EL can, with <u>increasingly</u> independent control.</p> <p><input type="checkbox"/> introduce an informational topic</p> <p><input type="checkbox"/> present facts about the topic</p> <p><input type="checkbox"/> recount a sequence of events, using temporal words (before, after, soon)</p> <p><input type="checkbox"/> use linking words (e.g., because, and, also) to connect ideas or events.</p>	<p>This EL can, with independent control,</p> <p><input type="checkbox"/> introduce an informational topic</p> <p><input type="checkbox"/> present facts about the topic</p> <p><input type="checkbox"/> use temporal words to recount a coherent sequence of events,</p> <p><input type="checkbox"/> use linking words (e.g., because, and, also) to connect ideas and events</p> <p><input type="checkbox"/> provide a concluding statement about the topic.</p>
10 An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing	<p>This EL can,</p> <p><input type="checkbox"/> use collective nouns</p> <p><input type="checkbox"/> use the past tense of frequently occurring irregular verbs</p> <p><input type="checkbox"/> use an increasing number of adjectives, adverbs, and conjunctions</p> <p><input type="checkbox"/> produce and expand simple, compound, and a few complex sentences.</p>	<p>This EL can,</p> <p><input type="checkbox"/> use collective and commonly occurring abstract nouns (e.g. childhood)</p> <p><input type="checkbox"/> use the past tense of frequently occurring irregular verbs</p> <p><input type="checkbox"/> use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs</p> <p><input type="checkbox"/> produce and expand simple, compound, and some complex sentences.</p>

2015-16 ELPA Score: _____ ELPA Level: _____ 2016-2017 ELPA Score: _____ ELPA Level: _____

Team Recommendation

Student should be:

☒ exited out of ELD

☐ promoted out of ELD

☐ retained in ELD

Comments: _____

Team members:

Name

Role

Signature

Date

ELD Teacher

Parent

Classroom Teacher

Administrator

6/13/17

Program Evaluation

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

Random samples of student monitoring forms including the bi-annual and tri-annual teacher survey rubric identifying the progress of students currently monitored and students whose parents declined ELD services for the academic year. Samples are evaluated for completeness and identification of further needs if teacher records any rubric score below proficient.

Student Monitoring procedures and documentation and uploaded to Synergy file:

Teacher Survey Rubric – Central Point School District 6

Teacher Name: <u>Vincent Rivera</u>		Student ID Number: _____		Grade: <u>12th</u>	
Teacher: <u>Burdick</u>		Date of Birth: <u>9-12-2000</u>		Date: _____	

	Beginner 1	Early Intermediate 2	Intermediate 3	Early Advanced 4	Advanced 5
Listening	Responds appropriately using verbal or nonverbal means to simple directions, common words and phrases, gestures, visual cues, and repetition at a slow rate of speech.	Responds appropriately to simple conversations, directions and stories with visual cues when presented at a moderate rate of speech with repetition and rephrasing.	Responds appropriately to content-based discussions, multi-step directions, stories and social conversations when presented with some repetition and rephrasing.	Responds appropriately to oral language in academic and social settings when presented with occasional rephrasing and repetition.	Responds appropriately to oral language delivered at average rate of speed in academic and social settings by analyzing information.
Speaking	Communicates using gestures and one to two words to convey basic concepts and needs.	Speaks using acquired vocabulary in words, phrases and short sentences to convey meaning. Recites familiar songs, poems, asks and answers simple questions, retells and summarizes simple stories.	Speaks using phrases and sentences, often pausing to search for the word or manner of expression to convey meaning within social and academic settings. Sentences are more complex and have more detail using newly acquired vocabulary to experiment and form messages.	Speaks with general fluency, using complex sentences and syntax, near grade-level vocabulary, with occasional rephrasing when necessary to convey meaning for academic and social purposes.	Speaks fluently and clearly using grade-level vocabulary and syntax to communicate effectively with correct intonation and pronunciation for academic and social purposes. Uses and understands figurative and idiomatic speech.
Reading	Recognizes print by distinguishing letters from words, left-to-right and top-to-bottom directionality and own name. Uses sound/symbol relationships in known words and reads some high frequency words.	Reads high frequency words, contextualized vocabulary and language structures in texts that are in familiar patterned, predictable and/or language experiences. Read decodable text with letter/sound patterns that have been explicitly taught.	Reads simple text using prior knowledge and high frequency words to construct meaning. Reads more complex text from language experience.	Reads a variety of materials across the content areas with near grade-level accuracy and fluency using questioning, clarifying, summarizing, and predicting skills. Benefits from English language development (vocabulary & structure) support through pre-teaching.	Reads accurately and fluently using a variety of reading strategies to construct meaning at grade-level in all content areas.
Writing	Writes own name, isolated letters and/or using left-to-right and top-to-bottom progression. Draws, circles, labels, and matches simple sentences with frames.	Labels, organizes, and writes words and short phrases using acquired vocabulary. From own experience, writes using frames or simple vignettes and word banks.	Writes multiple sentences independently, using phonetic spelling, acquired vocabulary and language structures to convey meaning. Writes using frames or simple vignettes from experience (with content word banks or other supports).	Writes to convey meaning for a variety of purposes utilizing basic organizational skills, grammar, and spelling with near grade-level accuracy. Still benefits from scaffolds for format, structure and vocabulary.	Writes independently for a variety of purposes across the content areas utilizing clear organization, grammar, syntax and spelling with grade-level accuracy.

Instructions: Circle the ONE box in each of the 4 rows that best describes the student's performance.

Teacher Comments:
Vincent is still very quiet so I have observed very little of his speaking ability.

Teacher Survey Rubric – adapted from Beaverton School District

June, 2009

Synergy
 2017-2018 Crater Renaissance Academy

Student Name: Rivera, Vincent School: Crater Renaissance Academy Homeroom: PAC Teacher: Reynolds, M. Graduation Year: 2018 Age: 17

Demographics Parent/Guardian Other Info Emergency Enrollment Enrollment History Classes Documents Student Contact Log Notes Schedule FTE OLD Discipline System Language Use OLR - Online Registration

Legal Last Name	First Name	Middle Name	Suffix	StudentID (SID)	Grade	Gender
Rivera	Vincent			601776	12	Male

Documents

Line	Doc Date	Doc Category	Doc Comment	Doc Type
1	11/13/2014	Consent Form	refusal example Leedy.pdf	
2	06/10/2016	ELD Documents	parent notification of services.pdf	
3	06/10/2016	ELD Documents	Vincent Rivera ext.pdf	
4	10/30/2017	ELD Documents	Rivera, Vincent year monitor form1.pdf	
5	10/30/2017	ELD Documents	Rivera, Vincent year monitor form2.pdf	

Program Evaluation

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


Evidence of parent notification letters sent home as documented in parent contact tab of student information database, Synergy, and a copy in student ELL file in permanent file. The contact tab includes options for ELD teachers to indicate "initial" or "annual" notification letter sent home to parents. Synergy also has the capability of storing electronically scanned documents, such as the parent notification letter or declined services into the student screen.

Random samples of documentation and sign-in sheets were used during the evaluation process.

Central Point Distrito Escolar 6
Oportunidad de Aprendizaje Extendido
Verano de 2017


Estimadas familias:

Sus estudiantes del Distrito Escolar 6 están invitados a participar en nuestra Oportunidad de Aprendizaje Extendido que se ofrece este agosto del 2017.



Escuela de Verano: Jump S
Kinder a 5to Grado
En las Escuelas Primarias
Jewett y CPE

SOL Academia
Oportunidad para el Aprendizaje
6to – 11º Grado
El lugar sera determina



SOL Academia
Oportunidad para el Aprendizaje
6to – 11º Grado
El lugar sera determina

Reunión para aporte de los padres

Cuando: El jueves, 20 de abril
Donde: Biblioteca de la primaria Central Point
Tiempo: 5:30pm

Por favor, venga a compartir sus ideas sobre cómo este programa puede satisfacer las necesidades del aprendizaje de su hijo. Esperamos poder planificar con usted y proporcionar diversión, y oportunidades de aprendizaje de verano para su hijo. Habrá cuidado de niños durante la reunión.

Por favor, no dude en ponerse en contacto con nosotros si tiene alguna pregunta sobre el programa de verano. Hemos asignado personas de contacto entre las escuelas para facilitar la comunicación.

Aida Barragán 541-494-6604

Damaris Remigio 541-621-1228

Teresa Hajek 541-494-6435

Sinceramente,

Nanette Thompson, Primaria de Jewett 494-6604

Teresa Hajek, Enlace Familiar del Distrito Escolar 494-6435 o 890-6027

Primaria de Jewett
Primaria de Central Point
Primaria de Mae Richardson

Primaria de Sams Valley
Primaria de Patrick
Secundaria de Hanby

Secundaria de Scenic
Secundarias de Crater

(doble)

83. Describe the district's rate of ELs acquiring English language skills. Is the pace consistent the with district's EL program goals or expectations? **AND**
84. Describe the district's rate of language development progress compatible with the district's objectives for academic (core content) progress. **AND**
85. Describe how the ELs are performing in English language skills compared to the district's goals and standards. **AND**
86. Describe how the district's ELs are progressing in English language skills so they will be able to successfully handle regular coursework. **AND**
87. Describe how the monitored ELs continue to demonstrate English language skills that enable them to successfully handle regular coursework. **AND**
88. Describe how the former (not monitored nor current) ELs continue to demonstrate English language skills that enable them to successfully handle coursework. **AND**

89. Describe how the EL students, who are currently receiving English language development services, are progressing academically relative to program goals or expectations for core content knowledge.
90. Describe how the current EL, monitored EL, and former EL students are doing, over time, as compared to the academic performance of all other students.
91. Describe what measures are being used to assess the overall performance of EL students in meeting the goals the district has established for its EL program.

For questions 86-94, one-year's growth will be measureable in the spring of 2023. The Spring 2023 timeframe will allow the district to evaluate all aspects of the program in a meaningful way. We will also be analyzing student growth on ELPA as well as OSAS tests.

92. List any identified concern(s) based on this evaluation. **AND**
93. Describe how the district will address the concern(s).

- The need for complete transfer of responses to the Synergy system is needed for ELD teachers to efficiently and accurately identify students flagged for needing or receiving services. Training is planned and will be added to the annual August secretary training for the district.
- In the entire district, there was one recording error for one student's home language after teacher concerns and follow-up phone call with parent to correct the original LUS was completed. This procedure will continue to be on the August agenda for ELD staff to verify home language on Synergy is a language other than English for identified ELs.
- Students that qualify for ELD services at the High School were not initially placed into an ELD Class, which caused us to send home many declined letters to students that would benefit from ELD services. Grade checks were completed, and concerns were brought up to parents. Training the new Student Services Coordinators was completed and next trimesters many more students will be enrolled into ELD Classes.
- Many but not all Parent notification letters were found to be complete and sent home annually with students through the random sample, however many of these letters were sent out a month into the school year, missing important OSAS testing data and current ELPA scores. A measure of best practice was identified to scan and upload letters into the Synergy database, with all information completed. The system next year will be changed so the form letters are completed via mail merge from the templated provided in TransAct – Parent Notices.
- Parent input was difficult to measure due to inconsistent involvement and mixed feelings of being welcomed at each of the school buildings. Parents also expressed concerns with communication from the regular classroom teachers not always being translated in a timely manner. A goal for our district will be to increase parent involvement, participation and communication by effectively utilizing our new Parent Liaison, parent meetings, trainings and increased bilingual staff. The bilingual parent liaison will be support for our district in the following ways:
 - Increased collaboration PLC time for ELD teachers and content-area teachers in each building
 - Host monthly meetings for parents of our ELD and Spanish speaking students to address relevant topics
 - Be a point of contact for the parents of our Spanish speaking parents and students at each of the schools
 - Be available to assist with registration and ELPA21 testing
 - Host and plan clubs and events that meet the needs of our students to feel included in our schools and District
 - Have a list of resources to support families with needs such as: food, clothing, shelter, and school materials.

Additional concerns developed through the evaluation of growth will be measurable in the Spring of 2023. The Spring 2023 timeframe will allow the district to evaluate all aspects of the program in a meaningful way.

Appendix

1. Example ELD Team staff meeting agenda
2. 2022-2023 CPSD6 Home Language Use Survey
3. Two-Way Immersion Program Brochure
4. CPSD6 Initial and Continuing Placement Letter
5. CPSD6 Exit Meeting Parent Invite Letter
6. CPSD6 Exit Meeting Decision Form
7. CPSD6 Exit Meeting Standards Rubric for each grade level
8. CPSD6 Monitor Student Teacher Survey Rubric
9. CPSD6 Waiver Form
10. Bilingual Parent Liaison Job Description

Appendix item 1- Example ELD Team staff meeting agenda

ELD Team Meeting Agenda

August 30, 2023

- o Introductions: Name, School, year teaching, previous school
- o ELD Teacher Responsibilities Doc~ Year long, September, October, questions
- o Paperwork/Transact site (Bring laptop and verify login)
 - Parent Notice Collections-ESEA(ESSA)-EL Program Title I and/or Title III
 - Procedural checklist
 - Determination of Student Eligibility for Program Placement (kinders, new students without previous assessment info, newcomers)
 - English Learner Program Placement
 - Description of Programs
 - Request for Change in EL Program: declining services, must be filled out annually, students still have to take ELPA
 - Explanation of Consequences for Refusing EL Services
 - ELD Monitoring Forms
- o Synergy
 - Finding students in Synergy
 - Enter Programs in Synergy
 - How to upload docs into Synergy
- o ODE District site
 - ELPA Scores
- o Docs to send home by October 2nd
 - Previous ELPA Scores
 - Determination of Eligibility
 - Program Placement
 - Description of Programs
 - Place copy in blue ELD folders and scan into Synergy
- o ELPA Screener: Julieta
- o Q Drive
 - Title III- ELD & Migrant Ed
- o Principal meeting (if needed)
 - Schedule
 - Expectation for ELD model
 - ELPA screener schedule

Appendix item 2- CPSD6 Home Language Use Survey

ESTADO DE OREGÓN - ENCUESTA DE IDIOMAS EN CASA

20%

2023-2024

Estado de Oregon - Encuesta De Idiomas En Casa: New Student

Este documento se da cuando un estudiante entra al distrito escolar por primera vez. El estado de Oregon respeta todos los idiomas y culturas de nuestros habitantes, y respeta todos los idiomas/ en nuestras escuelas. Fomentamos la revitalización de las lenguas indígenas y el multilingüismo.

La información en esta sección ayudará a la escuela a determinar si su estudiante necesita instrucción adicional en el idioma inglés.

1. 1. ¿Qué idioma se usa principalmente en su casa?

2. 2. ¿Cuál fue el primer idioma que aprendió su estudiante?

3. 3. ¿Qué idioma usa con más frecuencia su estudiante en casa?

Su respuesta a esta pregunta informará a la escuela si usted necesita un intérprete o documentos traducidos. Esto no tiene costo. Esta sección es informativa y no se utiliza para identificar si su estudiante necesita apoyo para aprender el idioma inglés.

¿En qué idioma(s) prefiere que la escuela se comunique con usted?

Ingrese la fecha de hoy para confirmar haber completado la Encuesta de uso del idioma.

Fecha de la encuesta de idiomas

MM/DD/YYYY

Guardar y continuar >

Appendix item 3- Two-Way Immersion Program Brochure

Central Point School District 6
English Learner Program Placement

English
English Learner Program Placement

☐ Initial Placement ☐ Continuing Placement

Name of Student: _____ Date: _____

(mm/dd/yyyy)

School: _____

Dear Parent or Guardian:

Your child has been identified as an English learner. This letter provides information about your child's proficiency in English. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. The school will provide services that will help your child become proficient in English and do well in school. This letter provides information about how we decided your child is an English learner and other important information. Here is the information included in this letter:

- Your child's level of proficiency in English;
- The level of proficiency needed to be considered proficient;
- An estimate of how long it should take for your child to become proficient in English;
- The method of instruction used in English Learner Services;
- Other English Learner Services that may be available to help your child;
- Information about requesting other services to help your child become proficient in English;
- Information about refusing the English Learner Services we provide;
- If available, information about how your child is generally doing in school;
- Information about the percentage of English learners graduating from high school; and
- If your child has a disability, you will receive information about how services to help your child become proficient in English will help meet educational goals set for your child.

We must give you this information about your child. Education law requires that we send you this information and that we make sure that you understand it. If you need assistance understanding this letter, please contact:

Name: _____ Title: _____

Email: _____ Phone: _____

Do you need an interpreter? Please tell us and we will make sure one is available.

Your child will receive instruction in our school district's English Learner Services that are paid for with money from Title I or Title III of the education law called the Elementary and Secondary Education Act (ESEA) as amended 2015. Sometimes these services are paid for by both Title I and Title III.

You completed a home language survey and marked that your child speaks a language other than English. Because your child speaks a language other than English, we gave your child an English proficiency test. Based on the results of this test your child is eligible to receive English Learner Services. Placement in the English learner services that best meet your child's needs is based on 1) the results from this test, 2) how well your child is doing in school, and 3) other educational information about your child. The English Learner Services chosen are designed to help your child learn English so that your child will be able to meet academic standards, succeed in school, and graduate from high school. The expected rate of transition out of English learner services is _____ (number of years). The high school graduation rate for students receiving English Learner Services is _____. If your child has a disability and an Individualized Education Program (IEP), improvement in your child's ability to listen, speak, read, and write in English will help meet the goals of the IEP.

Appendix item 4- CPSD6 Initial and Continuing Placement Letter – page 2

Central Point School District 6

English

English Learner Program
Placement

The name of the English proficiency test your child took is:

- ☐ ACCESS 2.0 for ELLs
☐ WIDA Screener
☐ WIDA Model
☐ ELPA21 Summative
☐ ELPA21 Screener
☐ Other Assessment: _____ (Test used to measure level of English proficiency)

Your child's level of proficiency:

English Language Proficiency Assessment Category	Your Child's Proficiency Level	Highest Score Possible
Listening		
Speaking		
Reading		
Writing		
Literacy		
Composite Proficiency*		

*A composite proficiency level is a combination of the individual scores for the listening, speaking, reading, and writing portions of the assessment.

The level needed to be proficient in English and exit English Learner Services is: _____

If applicable, your child's level of academic achievement was measured using the following test(s):

Academic Assessment Subject	Academic Assessment Name	Your Child's Proficiency Level
<input type="checkbox"/> English, Language Arts (ELA)		
<input type="checkbox"/> Math		
<input type="checkbox"/> Science (if applicable)		
<input type="checkbox"/> Other:		

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

Central Point School District 6

English

English Learner Program
Placement

The method of instruction used in your child's English Learner Services is:

- ☐ **Bilingual, including Dual Language, Two-Way Immersion, Transitional Bilingual, and Developmental Bilingual programs:** Instruction is provided in both English and your child's home language.
- ☐ **Heritage Language:** Instruction is provided in a native, home, or ancestral language that is also used to help your child become proficient in English.
- ☐ **Content-based English Learner Program, English as a Second Language (ESL), or Sheltered English, including Sheltered English Instruction, Structured English Immersion, and Specially designed academic instruction delivered in English:** Instruction is provided in English only and adapted to the student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time achieving in content areas.
- ☐ **Pull-out English Learner or ESL:** Students leave their English-only classroom during the day for English learner or ESL instruction.
- ☐ **Other:** _____

- ☐ Your child's English Learner Services are not the district's only English Language Development Program. Additional information about your child's English Learner Services and, if available, other district language programs is attached.

Please contact the person below or _____ if you would like to request: (a) immediate removal of your child from the English Learner Services provided by Title I, Title III, or both; (b) options available for your child if you decline the English Learner Services offered or would like another method of instruction; or (c) assistance in selecting other district programs or instructional methods, if available.

Name: _____ Title: _____

Email: _____ Phone: _____

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

Central Point School District 6
Description of Programs

English
English Learner Program Placement

The goal of the district's English Learner Services is to help your child learn English and meet academic standards for grade promotion and graduation. The English Learner Services described here are provided using ESEA funding from Title I, Title III, or both. These services are in addition to our district's English Language Development Program(s). Each program is designed to help your child become proficient in English and succeed in school. Our staff identified the educational strengths and needs of your child and selected the instructional methods described below. It is anticipated your child will continue in English Learner Services for _____ years. Your child will move to a full day schedule that is not designed for English learner students when your child becomes proficient in English.

Your Child's Program: _____

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: ☐ Yes ☐ No

English Language Used in Instruction: ☐ Yes ☐ No

Program Exit Criteria:

Description of Other Available English Learner Services:

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: ☐ Yes ☐ No

English Language Used in Instruction: ☐ Yes ☐ No

Program Exit Criteria:

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

Appendix item 5- CPSD6 Exit Meeting Parent Invite Letter



ELL RECLASSIFICATION FORM

Student Name:	Meeting Date:	Date of Birth:
Grade:	Student ID Number:	Home Language:
School:	Entry Date:	Date Service Ends:

Oregon English Language Proficiency Assessment (ELPA) Scores *(if applicable)*

ELPA Test Year	Composite Raw Score	Composite Level	Reading Level	Writing Level	Speaking Level	Listening Level	Comprehension Level

- ☐ **Exit** to monitor status based on ELPA composite test score of 5. *(No evidence required)*
- ☐ **Promotion** to monitor status based on ELPA composite test score of 4, **AND** substantial agreement by the Core Team consisting of: the ELD teacher, Parent Liaison, classroom teacher/core content teachers, the student's parent(s)/guardian(s), and the attached body of evidence. *(See summary)*
- ☐ **Retention** in the ELD program despite the ELPA composite test score of 5 which normally reclassify Core Team the student to a monitor status. This decision is based on the substantial agreement by the Core team consisting of: the ELD teacher, Parent Liaison, classroom teacher/core content teachers, the student's parent(s)/guardian(s), and the attached body of evidence. *(See summary)*
- ☐ **Re-entry** into ELD program from monitor status based on the substantial agreement by the Core Team consisting of: the ELD teacher, Parent Liaison, classroom teacher/core content teachers, the student's parent(s)/guardian(s), and the attached history. *(See monitor history)*

English Language Development Teacher Signature

Date

District ESL Administrator (if applicable)

Date

Participants:

_____	_____
_____	_____

Comments:

Appendix item 6- CPSD6 Exit Meeting Decision Form

Appendix item 7- CPSD6 Exit Meeting Standards Rubric for each grade level

Appendix item 8- Teacher Survey Rubric

Teacher Survey Rubric – Central Point School District 6

Student Name:	Student ID Number:	Grade:
Teacher:	Date of Birth	Date:

	Beginner 1	Early Intermediate 2	Intermediate 3	Early Advanced 4	Advanced 5
Listening	Responds appropriately using verbal or nonverbal means to simple directions, common words and phrases, gestures, visual cues, and repetition at a slow rate of speech.	Responds appropriately to simple conversations, directions and stories with visual cues when presented at a moderate rate of speech with repetition and rephrasing.	Responds appropriately to content-based discussions, multi-step directions, stories and social conversations when presented with some repetition and rephrasing.	Respond appropriately to oral language in academic and social settings when presented with occasional rephrasing and repetition.	Responds appropriately to oral language delivered at average rate of speed in academic and social settings by analyzing information.
Speaking	Communicates using gestures and one to two words to convey basic concepts and needs.	Speaks using acquired vocabulary in words, phrases and short sentences to convey meaning. Recites familiar songs, poems, asks and answers simple questions, retells and summarizes simple stories.	Speaks using phrases and sentences, often pausing to search for the word or manner of expression to convey meaning within social and academic settings. Sentences are more complex and have more detail using newly acquired vocabulary to experiment and form messages.	Speaks with general fluency, using complex sentences and syntax, near grade-level vocabulary, with occasional rephrasing when necessary to convey meaning for academic and social purposes.	Speaks fluently and clearly using grade-level vocabulary and syntax to communicate effectively with correct intonation and pronunciation for academic and social purposes. Uses and understands figurative and idiomatic speech.
Reading	Recognizes print by distinguishing letters from words, left-to-right and top-to-bottom directionality and own name. Uses sound/symbol relationships is known words and reads some high frequency words.	Reads high frequency words, contextualized vocabulary and language structures in texts that are in familiar patterned, predictable and/or language experiences. Read decodable text with letter/sound patterns that have been explicitly taught.	Reads simple text using prior knowledge and high frequency words to construct meaning. Reads more complex text from language experience.	Reads a variety of materials across the content areas with near grade-level accuracy and fluency using questioning, clarifying, summarizing, and predicting skills. Benefits from English language development (vocabulary & structure) support through pre-teaching.	Reads accurately and fluently using a variety of reading strategies to construct meaning at grade-level in all content areas.
Writing	Writes own name, isolated letters and/or using left-to-right and top-to-bottom progression. Draws, circles, labels, and matches simple sentences with frames.	Labels, organizes, and writes words and short phrases using acquired vocabulary. From <u>own</u> experience, writes using frames or simple vignettes and word banks.	Writes multiple sentences independently, using phonetic spelling, acquired vocabulary and language structures to convey meaning. Writes using frames or simple vignettes from experience (with content word banks or other supports).	Writes to convey meaning for a variety of purposes utilizing basic organizational skills, grammar, and spelling with near grade-level accuracy. Still benefits from scaffolds for format, structure and vocabulary.	Writes independently for a variety of purposes across the content areas utilizing clear organization, grammar, syntax and spelling with grade-level accuracy.

Instructions: Circle the ONE box in each of the 4 rows that best describes the student's performance.
Teacher Comments:

Appendix item 9- CPSD6 Waiver Form

Central Point School District 6
Request for Change in English Learner Program

English

Request for Change in English Learner Program

Date: 09/05/2023

(mm/dd/yyyy)

Dear Parent or Guardian:

You have indicated that you would like to refuse the English Learner Services for your child that are provided by Title I, Title III or both. Although we are offering English Learner Services we feel are the most appropriate for your child's level of English proficiency, you have the right to refuse these English Learner Services for your child. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication.

If you decide to refuse the English Learner Services provided by Title I, Title III, or both, please complete and sign the bottom of this form and return it to your child's school. This form must be completed every year until your child becomes proficient in English.

Thank you.

Request for Change in English Learner Program

I, _____ (parent or guardian) of _____ (student) have been informed of my right to refuse English Learner Services. I have been informed of other district language programs or methods of instruction, if available, and request the following action:

- ☐ I want to refuse the English Learner Services provided by Title I, Title III, or both.
- ☐ Please place my child in another English Learner Service or method of instruction provided by Title I, Title III, or both if available.

Please place my child in the following program:

Parent or Guardian Signature

Date (mm/dd/yyyy)

Appendix item 10- Bilingual Parent Liaison Job Description

BILINGUAL PARENT LIAISON



Purpose: The Bilingual Parent Liaison facilitates contact between Spanish-speaking students, families and school staff to enhance the success of linguistically and culturally diverse students.

Reports to: District Title Director or School Principal

Nature of Work: The Bilingual Parent Liaison works independently following standardized routines under general supervision. The nature of the work requires adherence to Board policies and standard procedures.

Supervision Exercised: No direct supervision exercised.

Interface: Primarily interfaces with students, families, teachers, school staff and outside community agencies.

Essential Job Functions:

1. Serves as liaison between Spanish-speaking families, school staff, and relevant communal agencies.
2. Builds relationships with families through telephone calls, home visits and school meetings.
3. Helps to identify family and student needs and provide information and assistance to address them.
4. Facilitates communication between families and schools to ensure equality of access to District programs. Consults with District personnel and families as needed to address issues of concern as they arise.
5. Coordinates all District interpreters for registration, parent teacher conferences, and other school events.
6. Provides outreach and guidance to help resolve academic, behavioral and health issues. Interfaces and interprets, when necessary, among families, students, and staff.
7. Advocates for families by educating them about their rights and assisting them in their dealings with District personnel and outside agencies.
8. Refers students and families to available school or community resources as needed.
9. Advises students and families on post-high school academic and employment opportunities.
10. Develops cultural understanding among District personnel to improve the quality of engagement with Spanish-speaking families.
11. Maintains working partnerships with community agencies to facilitate the provision of support services to students and families.

12. Provides translation services for documents and written correspondence as well as simultaneous interpretation.
13. Maintains effective and respectful working relationships with staff and students.

The statements contained above reflect general details as necessary to describe the principal functions of this job but should not be considered an all-inclusive listing of work requirements. Individuals may at times perform other duties as assigned which could include work in other functional areas to cover absences or relief, to equalize peak work periods or otherwise to balance the workload.

Required Qualifications:

1. Must possess a high school diploma or equivalent.
2. Must pass a criminal background check.
3. Must have fluency in both English and Spanish and must be able to read and write at a professional level in both languages.
4. Must be able to read, write, understand and follow multi-step written and verbal instructions in English and Spanish.
5. Must possess a valid Oregon or Washington driver's license.

Working Conditions:

The Bilingual Parent Liaison works primarily indoors, either in a school setting or at various locations within the community. The position requires daily travel within the community, including during periods of rain and snow. The incumbent will be required to operate standard office equipment and to sit for extended periods of time. The work environment may include exposure to loud noise, communicable diseases, and slippery surfaces. Though most of the work will be performed during regular business hours, some nights and weekend work may be required when performing community outreach.

Work Year: Approximately 183 Days

Bargaining Unit: OSEA

FLSA Status: Non-Exempt

Date Approved:

Date Revised: April 30, 2018

The Central Point School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Central Point School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.