EAGLE POINT
SCHOOL DISTRICT 9
Every Student - Every Class - Every Day!

The mission of Eagle Point School District #9, in mutual partnership with the families and local community, is to prepare every student to be self-directed life-long learners, productive workers, and responsible contributing members of society.

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

DB	Developmental Bilingual	Like Two-Way Immersion programs, these programs share the goals of bilingualism and biliteracy, and thus typically last through elementary school or longer (preferably through high school). Also, referred to Dual Language Immersion, Maintenance Bilingual or Late Exit Bilingual Education programs, these are programs that use two languages, the EL student's primary language and English, as a means of instruction. The instruction builds upon the student's primary language skills and develops and expands the English language skills of each student to enable him or her to achieve proficiency in both languages, while providing access to the content areas. These programs are designed for and typically enroll only ELs.
DL	Dual Language	Another name for Dual Language Programs
DLI	Dual Language Immersion	Another name for Dual Language Programs

DLP	Dual-Language Program	Also known as two-way or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom usually comprised of half native English speakers and half native speakers of the other language.

DSA	District Security Administrators	DSAs can delegate their duties to *District Test and Security Administrators*. The only difference between DSAs and DTSAs is that DTSAs cannot create any other DTSA users. A district can only have one DSA; however, DSAs can create one or more DTSA for each district.
DTSA	District Test and Security Administrators	*District Test and Security Administrators* are responsible for creating STC, TA users within their district. DTSAs can set student test restrictions and access reports within their district.
EA	Educational Assistant	(aka: Instructional Assistant) Educational assistants who work under the supervision of an appropriately licensed teacher may provide instructional support pursuant to OAR 581-038-0005-0025.
EB	Emergent Bilingual	Another name for English learner
EL	English Learner	An identified student who qualifies for additional support in school in acquiring academic English proficiency.
ELD	English Language Development	A program of techniques, methodology, and special curriculum designed to teach EL students English language skills, including listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ELD instruction is in English with little or no use of native language.

ELL	English Language Learner	Another term for English learner.
	EL Plan	(aka Local Plan or Lau Plan) From Federal Title III Statutes: SEC 3116 Local Plans Each eligible entity desiring a subgrant from the State educational agency (SEA) under section 3114 shall submit a plan to the State educational agency at such time, in such manner, and containing such information as the SEA may require. The Office for Civil Rights uses the phrase "EL Plan".
ELP	English Language Proficiency	Typically used to describe the standards for English language acquisition.
ELPA	English Language Proficiency Assessment	Oregon's annual summative assessment for all students who have been identified as English learners. This annual assessment is required whether the student received ELD services or not. ELs participate in this assessment each year until they are officially exited from the program by their districts.
ELSWD	English Learner Students with Disabilities	An EL who also has a disability. These students have an Individual Education Plan (IEP) or 504 Plan.

ESEA	Elementary and Secondary Education Act	Federal Education Law- last amended December 10, 2015

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EEOA	Equal Education Opportunities Act of 1974	This civil rights statute prohibits states from denying equal educational opportunity to an individual on account of his or her race, color, sex, or national origin. The statute specifically prohibits states from denying equal educational opportunity by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. [20 U.S.C. §1203(f)]
	Equity (Education Equity)	Refers to the transformed ways in which systems and individuals habitually operate to ensure that every individual (learner) in whatever environment (learning) has the greatest opportunity to work (learn) enhanced by the resources and supports necessary to achieve competence, excellence, independence, responsibility and self-sufficiency for life (school).
FEP	Fluent (or Fully) English Proficient	(aka: IFEP – Initially Fluent English Proficient)

GLAD	Guided Language Acquisition Design (Project GLAD)	Sheltered English instruction methodology.
HLS	Home Language Survey	(aka: Language use survey)
	HB 3499	Adopted by the 2015 Legislature as a comprehensive approach to improving educational opportunities for students who are English language learners (ELs). This historical legislation is the first time that Oregon has specifically supported EL students through General Fund appropriations. https://olis.leg.state.or.us/liz/2015R1/Downloads/MeasureDocumen t/HB3499
	Immigrant Children (Recent Arrivers) and Youth	Immigrant Children (Recent Arrivers) and Youth are defined in Section 3301 of ESSA- Title III (a) Are aged 3 through 21 (b)) Were not born in any State, and (c) Have not been attending one or more schools in any one or more States for more than three full academic years. A required sub-grant is issued on an annual basis to qualifying school districts based on a formula measuring high rates of growth in immigrant youth.

Informed Parental Consent	Parental Notification letters are sent within 30 days of the beginning of the school year or within 2 weeks after the school year has begun. These letters inform parents of a student's language proficiency, core content knowledge, ELD program placement with information on how parents can waive a student from participating in an ELD program.

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IA	Instructional Assistant	aka: Educational Assistant
IPT	IDEA Language Proficiency Tests	IPT was one of four state-approved assessments available in Oregon for the identification of ELs. Others referenced in this table include LAS, Stanford, and W-M (see references contained on this table). Only ELPA is used for identification currently.
JDEP	Juvenile Detention Education Program	
LAS	Language Assessment Scales	LAS was one of four state-approved assessments available in Oregon for the identification of ELs. Others include IPT, Stanford, and W-M (see references contained on this table). Only ELPA is used currently.

	Language Dominance	Refers to the measurement of the degree of bilingualism, which implies a comparison of the proficiencies in two or more languages.
	Language Minority Student(s)	Another way that ELs might be referred to in older legislation or documentation.
	Language Proficiency	Refers to the degree to which the student exhibits control over the use of language, including the measurement of expressive and receptive language skills in the areas of phonology, syntax, vocabulary, and semantics, and including the areas of pragmatics or language use within various domains or social circumstances. Proficiency in a language is judged independently and does not imply a lack of proficiency in another language.
	Lau Plan	Another name for Local Plan, ELL Plan or EL Plan.
	Lau v Nichols (1974)	A class action suit brought by parents of non-English-proficient Chinese students against the San Francisco Unified School District. In 1974, the Supreme Court ruled that identical education does not constitute equal education under the Civil Rights Act of 1964. The court ruled that the district must take affirmative steps to overcome educational barriers faced by the non-English speaking Chinese students in the district. [414 U.S. 563 (1974)]
LEA	Local Education Agency, or Local Educational Agency	(aka: School District)

LIEP	Language Instruction Education Program	(A) In which an English learner is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic standards; and (B) That may make instruction use of both English and a child's native language to enable the child to develop and attain English proficiency, and may include the participation of English proficient children if such course is designed to enable all participant children to become proficient in English and a second language. ESSA law link https://www2.ed.gov/documents/essa-act-of-1965.pdf

	Local Plan	(aka EL Plan or Lau Plan) From Federal Title III Statutes: SEC. 3116 Local Plans: SEC. 3116. [20 U.S.C. 6826] (a) Plan Required.—Each eligible entity desiring a subgrant from the State educational agency under section 3114 shall submit a plan to the State educational agency at such time, in such manner, and containing such information as the State educational agency may require.
LTCT	Long-Term Care and Treatment Education Programs	
LTEL	Long-Term English Learners	A student who has been identified as an English learner for several years.
LUS	Language Use Survey	(aka: Home Language Survey) Specific questions asked during enrollment to determine which language(s) are used by students and families to determine which students are potential ELs.
MBE	Maintenance Bilingual Education	MBE, also referred to as late-exit bilingual education, is a program that uses two languages, the student's primary language and English, as a means of instruction. The instruction builds upon the student's primary language skills, and develops and expands the English language skills of each student to enable him or her to achieve proficiency in both languages, while providing access to the content areas.
MOU	Memorandum of Understanding	A signed document between two or more parties.

The May 25 Memorandum	To clarify a school district's responsibilities with respect to national origin-minority children, the U.S. Department of Health, Education, and Welfare, on May 25, 1970, issued a policy statement stating, in part, that "where inability to speak and understand the English language excludes national-origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open the instructional program to the students."

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NEP	Non-English-proficient	A student who was found to be an identified English learner based on an identification screener.

	Newcomer Program	Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before they enter more traditional interventions (e.g., English language development programs or mainstream classrooms with supplemental ESL instruction).
NCELA	National Center English Language Acquisition	A federal organization providing support for SEAs and LEAs regarding ELs.
OCR	Office of Civil Rights	Federal office of civil rights
OELA	Office of English Language Acquisition	A federal office in the US Department of Education providing support/guidance regarding ELs.
RAEL	Recently-Arrived English Learner	An English learner who has recently arrived in the US from another country, typically within the last 3 years.
	Recent Arrivers	Immigrant Children (Recent Arrivers) and Youth are defined in Section 3301 of ESSA- Title III (a) Are aged 3 through 21 (b)) Were not born in any State, and (c) Have not been attending one or more schools in any one or more States for more than three full academic years. A required sub-grant is issued on an annual basis to qualifying school districts based on a formula measuring high rates of growth in immigrant youth.
	Exiting	When a student obtains academic English proficiency, the student is exited from ELD services. The federal term for this process is exiting; Oregon typically refers to this process as exiting or reclassification. See Numbered Memorandum 006-2015-16 for specific guidance.

SDAIE	Specially-Designed Academic Instruction in English	This approach consists of strategies teachers can use to make content concepts understandable to ELs, while simultaneously promoting their English language development. More specifically, sheltered instruction refers to a model of how teachers use strategies, such as visual aids, modeling, graphic organizers, vocabulary previews, adapted texts, interactional structures, and students' prior knowledge, in a systematic way to enable students to acquire content in their new language.

SEA	State Education Agency, or State Educational Agency	
SEI	Sheltered English Instruction	An instructional approach used to make academic instruction in English understandable to ELs. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.
SI	Sheltered Instruction	An instructional approach used to make academic instruction in English understandable to EL students. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects. Some examples of sheltered instructional models may include SIOP, GLAD, SDAIE, Constructing Meaning.
SIFE	Students with Interrupted Formal Education	SIFE students are those who meet at least one of the following two categories: 1. Come from a home where a language other than English is spoken and enter a school in the US after grade two; OR 2. Are immigrant students who enter a school in the United States after grade 2; And meet the following conditions: a. Have had at least two years less schooling than their peers; and, b. Function at least two years below expected grade level in reading and in mathematics; and, c. May be pre-literate in their native language.
SIOP	Sheltered Instruction Observation Protocol	Sheltered English instruction methodology.
SLIFE	Students with Limited or Interrupted Formal Education	Same as SIFE

SpEd	Special Education	The Individuals with Disabilities Education Act, as amended in 2004 (IDEA 2004-PL 108-446), is a federal law governing special education services and federal funding for eligible infants, toddlers, children, and youth with disabilities across the country. Children and youth (ages 3-21) receive special education and related services under IDEA, Part B. Infants and toddlers with disabilities (ages birth-2) and their families receive early intervention services under IDEA Part C. In Oregon, IDEA funds helped support the education of almost 83,000 children with disabilities in the past year. For more information about IDEA see the U.S. Department of Education website at http://idea.ed.gov.

SPELL	Special Education English Language Learner	Another term for ELSWD
Stanford	Stanford ELP	Stanford was one of four state-approved identification assessments available in Oregon for the identification of ELs. Only ELPA is used currently. The Stanford ELP evaluates the listening, reading, comprehension, writing, and speaking skills of ELs in Pre K–12. This assessment is developed by Pearson Assessments, see link below. http://images.pearsonassessments.com/images/assets/pa/SELP_Price_List.pdf
STC	School Test Coordinator	A person responsible to ensure test security at the local school level.
TA	Test Administrator	A person who administers the state assessments to students.
TAG	Talented and Gifted	"Talented and Gifted children" means those children who require educational programs or services, or both, beyond those normally provided by the regular school program in order to realize their contribution to self and society, and who demonstrate outstanding ability or potential in one or more of the following areas: (a) General intellectual ability as commonly measured by measures of intelligence and aptitude. (b) Unusual academic ability in one or more academic areas. (c) Creative ability in using original or nontraditional methods in thinking and producing. (d) Leadership ability in motivating the performance of others either in educational or non-educational settings. (e) Ability in the visual or performing arts, such as dance, music, or art.

	Title VI of the 1964 Civil Rights Act	Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English.

TBE	Transitional Bilingual Education Program	The primary goal of a Transitional Bilingual program is to facilitate the EL student's transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary. This program, also known as Early-Exit Bilingual Education, utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. Typically, transition to all English occurs by mid- to late elementary school. These programs are designed for ELs.
TWI	Two-Way Immersion	Also referred to as Dual Language Immersion, this is a program in which the language goals are full bilingualism and biliteracy in English and a partner language. Students study language arts and other academic content (math, science, social studies, arts) in both languages over the course of the program, and the program lasts at least through elementary school (and many programs continue through high school). These programs use an immersion approach (maximizing the teacher's use of the target language during the target language's instructional time) and enroll both native English speakers and native speakers of the partner language, with neither group making up more than two-thirds of the student population. Because of this student composition, these programs also emphasize cross-cultural awareness as a key goal of the program. If your program enrolls primarily ELs, it should be coded as a Developmental Bilingual program.
	Tutor	In the context of OAR 581-023-0100, the definition of tutors are educational assistants/instructional assistants providing tutoring services who meet the requirements of OAR 581-037-0005 to 0025. According to ORS 342.120, educational/ instructional assistant means a classified school employee who does not require a license to teach, who is employed by a school, district, or education service district, and whose assignment consists of and is limited to assisting a licensed teacher in accordance with rules established by the Oregon State Board of Education.
	Waivered student	When an identified EL's parent/guardian decides that the student will not participate in the language development program. Waivered students are required to participate in the annual summative assessment until they are reclassified

W-M	Woodcock-Muñoz Language Survey	This was one of four assessments available for districts to determine if a student is an EL. Only ELPA is used currently. W-M is used as an additional resource
YCEP	Youth Corrections Education Program	
YDEP	Youth Detention	

	Education Program	

SCHOOLS: EPSD9: Eagle Point School District 9

EPHS: Eagle Point High School
URCEO: Upper Rogue Center for Educational Opportunities
EPMS: Eagle Point Middle School
SCS: Shady Cove School
WMMS: White Mountain Middle School
ERE: Eagle Rock Elementary
HES: Hillside Elementary School
LCLC: Lake Creek Learning Center
TRE: Table Rock Elementary
CLCA: Crater Lake Academy
KUA: Kids Unlimited White City

TESTS:

ADEPT:	A Developmental English Proficiency Test
ELPA:	English Language Proficiency Assessment (State)
SOLOM:	Student Oral Language Observation Matrix
WMLS-R:	Woodcock-Muñoz Language Survey – Revised
ELPA Screener:	Oregon State Universal EL Screener to replace WMLS-R
Alt ELPA	Alternative English Language Learner Proficiency Assessment

Types of Program Service Models

Below is a chart of the program model codes used to describe the specific ELD program for each EL. These codes explain the types of programs provided to assist the student in acquiring the English language. These codes are used in the LEP data collection (see data collection section).

English Language Development Programs	
Program Model Code 1 (LEPPrgMdl TypCd1) Valid Values 21	**Description** **ELD Push-in** ELD instruction is provided within the student's mainstream or content area classroom.
22	**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.
23	**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.
41	**Newcomer Program-ELD** 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.
51	**Not participating in an ELD program** NOTE: Used only for students in: Category 3 – LEP Placement score excludes ELD program eligibility (3-H), or Category 4 – ELD Program eligible but declined services (4-N, 4-O, 4-P)
60	**Monitored year 1 –** Exited as proficient in the prior school year - Category 5-M
61	**Monitored year 2 –** Exited as proficient two school years prior - Category 5-M
62	**Monitored year 3 –** Exited as proficient three school years prior - Category 5-M
63	**Monitored year 4 –** Exited as proficient four school years prior - Category 5-M
70	**Former EL –** Exited as proficient more than 2 school years prior - Category 5-F

Below are the program model codes used to describe the specific sheltered content programs for each EL. These codes are used for the LEP data collection. Districts are required to provide the program model(s) used annually in the budget narrative with a complete explanation of the district's selected program models included in the district's local plan.

Access to Core Content Program Models	
LEPPrgMdl TypCd2) Program Model Code 2 Valid Values	**Description**
12	**Two-Way Immersion** Also referred to as Dual Language Immersion, this is a program in which the language goals are full bilingualism and biliteracy in English and a partner language. Students study language arts and other academic content (math, science, social studies, arts) in both languages over the course of the program, and the program lasts at least through elementary school (and many programs continue through high school). These programs use an immersion approach (maximizing the teacher's use of the target language during the target language's instructional time) and enroll both native English speakers and native speakers of the partner language, with neither group making up more than two-thirds of the student population. Because of this student composition, these programs also emphasize cross-cultural awareness as a key goal of the program. If your program enrolls primarily ELs, it should be coded as a Developmental Bilingual program.
13	**Transitional Bilingual (13**) The primary goal of a Transitional Bilingual program is to facilitate the El student's transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary. This program, also known as Early-Exit Bilingual Education, utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. Typically, transition to all English occurs by mid- to late elementary school. These programs are designed for ELs.

14	**Developmental Bilingual (14)** Like Two-Way Immersion programs, these programs share the goals of bilingualism and biliteracy, and thus typically last through elementary school or longer (preferably through high school). Also referred to Dual Language Immersion, Maintenance Bilingual or Late-Exit Bilingual Education programs, these are programs that use two languages, the EL student's primary language and English, as a means of instruction. The instruction builds upon the student's primary language skills and develops and expands the English language skills of each student to enable him or her to achieve proficiency in both languages while providing access to the content areas. These programs are designed for and typically enroll only ELs.

15	**Other Bilingual (15**) This could include Heritage language preservation or other bilingual program models that are not easily classifiable into another program definition. You must have prior approval to use this code and will need to include a description of your program's goals, instructional approach, duration of the program, and target population when this code is used.
30	**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. Classes using a Sheltered Instruction approach can be designed exclusively for ELs or for a mixture of ELs and non-ELs.
31	**Newcomer Program – Core Content instruction** Separate, relatively self-contained instructional program 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 core content instruction in this program. These programs enroll ELs exclusively.
60	**Monitored year 1 –** Exited as proficient in the prior school year - Category 5-M
61	**Monitored year 2 –** Exited as proficient two school years prior - Category 5-M
62	**Monitored year 3 –** Exited as proficient three school years prior - Category 5-M
63	**Monitored year 4 –** Exited as proficient four school years prior - Category 5-M
70	**Former EL –** Exited as proficient more than 4 school years prior - Category 5-F
51	**Not participating in a program. NOTE: Used only for students in** Category 3 – LEP Placement score excludes ELD program eligibility (3-H) or Category 4 – ELD Program eligible but declined services (4-N,4-O, 4-P)

Oregon State Statutes

Eagle Point School District 9 adheres to the current Oregon State mandates:

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

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

until children are able to profit from classes conducted in English.

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

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

Eagle Point School District 9
Section I

District Demographics

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

Question	District Demographics
1	*The size of the district, including the number of schools.* The district student enrollment total is 4353 students as of October 2022. There are 11 schools in the Eagle Point School District.
2	*The enrollment of the district, please include the data date (i.e., spring membership).* Enrollment of the district as of Fall membership ADM, 2022:

School	Full Name	Grades	Enrollment as of Oct 1, 2022
EPHS	Eagle Point High School	9-12	1027
URCEO	Upper Rogue Center for Ed. Opportunities	K-12	194
EPMS	Eagle Point Middle School	6-8	398
SCS	Shady Cove School	K-8	239
WMMS	White Mountain Middle School	6-8	386
ERE	Eagle Rock Elementary	K-5	268

LCLC	Lake Creek Learning Center	K-5	42	
HES	Hillside Elementary School	K-5	453	
TRE	Table Rock Elementary	K-5	740	
KUA	Kids Unlimited Academy- W.C.	K-1	156	
CLA	Crater Lake Charter Academy	K-12	366	
		Total	4353	

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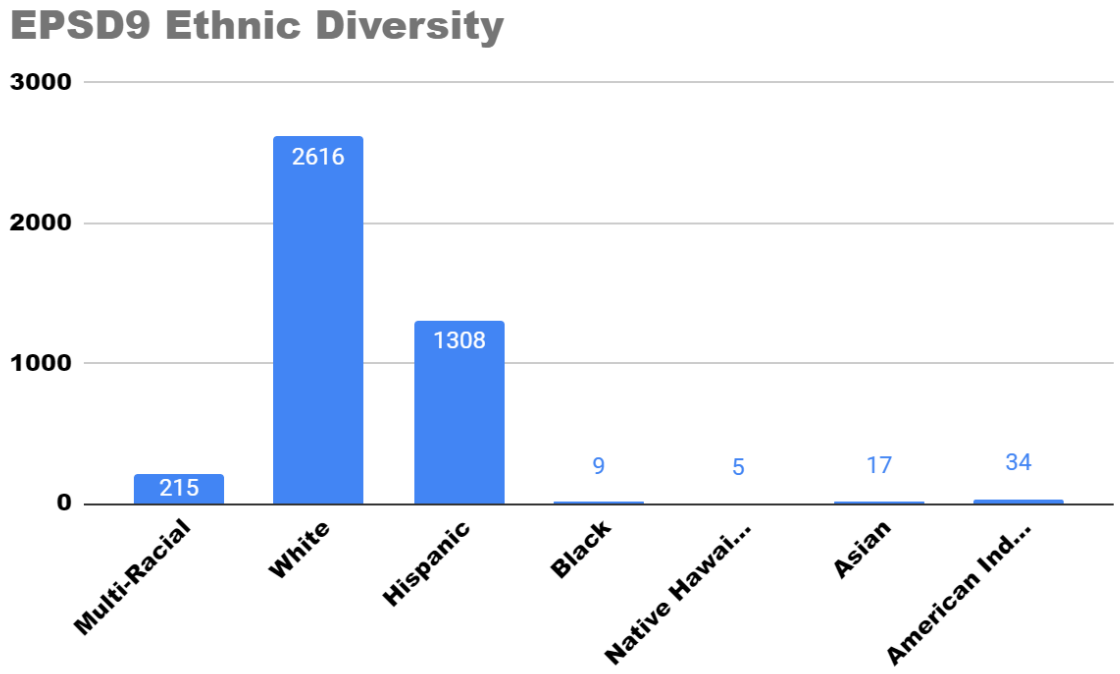
3 *The district's ethnic diversity (could be percent or number).*
District Ethnic Diversity as of : Fall Membership/ ADM 2022



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

23 Languages (Language First Learned)	Number of Active EL Students
Filipino	3
Indonesian	2
Romanian	1
Russian	1

		Spanish	386	

5 *The number and percentage of EL students enrolled in the district (could include number per school).* The number and percentage of Active EL students enrolled in district as of Oct 1, 2022:

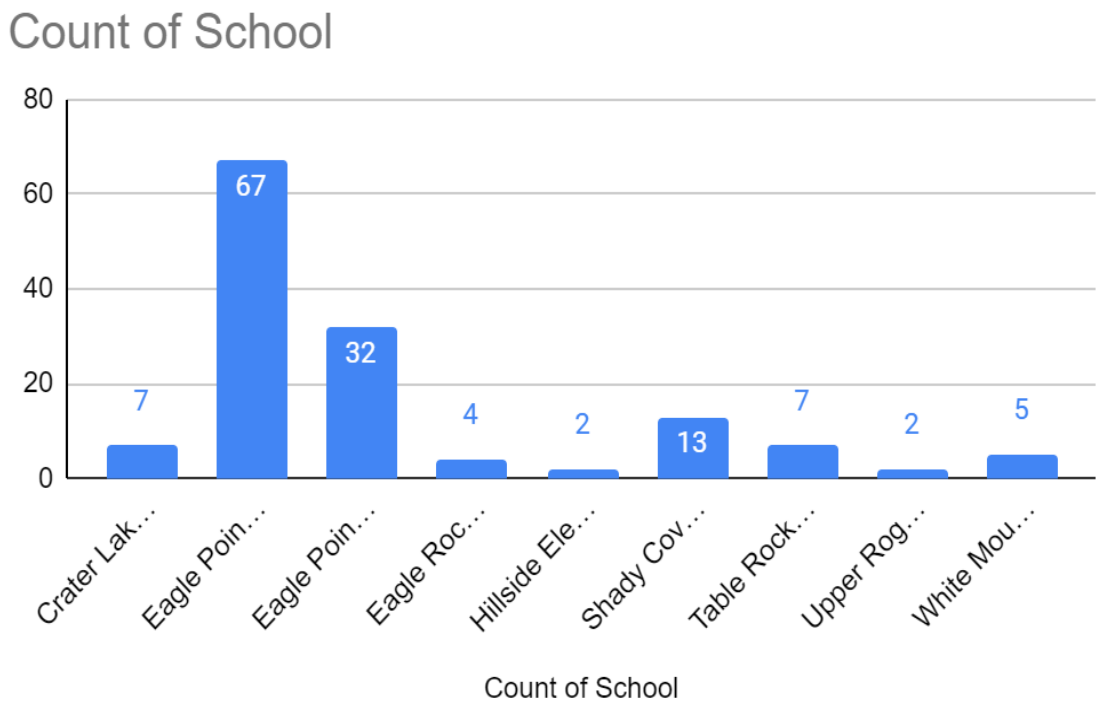
School	Number of ELs	% of School Population	% of Total ELs (in district)
EPHS	56	5.4%	14.2%
URCEO	9	4.6%	2.2%
EPMS	4	.2%	1.%
SCS	1	.4%	.2%
WMMS	86	22%	21.8%
ERE	6	2.2%	1.5%
LCLC	0	0	0
HES	12	2.6%	3.0%
TRE	188	25%	47.7%
CLA	9	2.4%	2.2%
KUA	23	14.7%	5.8%

District Total _____394_____

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

ELSWD data as of Oct 1, 2022:

Primary Disability	Number of ELs
Intellectual	9
Hearing Impairment	0
Visual Impairment	0
Deaf/Blindness	0
Communication Disorder	56
Emotional Disturbance	0
Orthopedic Impairment	2
Traumatic Brain Injury	0
Other Health Impairment	2
Autism Spectrum Disorder	9
Specific Learning Disability	22
504 Plan	10
Developmental Delay	5

7	*The number of ELs enrolled in the Talented and Gifted program.* The number of ELs enrolled in the Talented and Gifted program as of 10-01-22: The total number of TAG students in our district is **96 or 2.2%** of the total district population. There are currently **0 ELs** in our TAG program. 
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	Title I-A program	Specific Programs	ESEA Status
EPHS	NA		Targeted (TSI)-Newly Identified
URCEO	TAS		NA
EPMS	School-Wide		NA
SCS	School-Wide		NA
WMMS	School-Wide		NA
ERE	School-Wide		NA
LCLC	School-Wide		NA
HES	School-Wide		NA

		TRE	School-Wide	Dual-Language classes K-5	NA	
		CLA	NA	Charter School	NA	
		KUA	School-Wide	Charter School	NA	
		EPHS- CTE Programs	NA	Engineering / Manufacturing Information Technology & Marketing	NA	

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			Computer Sciences Automotive I & II, Agriculture Programs: Ag. Mechanics Botany Animal Science / Zoology Science		

District progress for ELs

9 ***The number and percentage of ELs showing growth on ELPA from <u>2019-20 to 2020-21</u> (disaggregate by all ELs, ELSWD, and ELs identified for 5 or more years)***

	Total Number of ELs Included in ELPA Summative Testing	***Percent of ELs Included in ELPA Summative Testing***	***% of StudentsOn Track to ELP on ELPA Summative Testing***
All ELs	***439***	***99%***	***30.5%***
EL (0-4 yrs in program)	***268***	***60%***	***18.2%***
EL (5+ yrs in program)	***171***	***38%***	***12.3%***
ELSWD	***103***	***23%***	***6.3%***
ELSWD (0-4 yrs in program)	***40***	***9%***	***2%***
ELSWD (5+ yrs in program)	***63***	***14%***	***4.3%***

10	***The number and percentage of ELs exiting as proficient in 2021-22 (disaggregate by all ELs, ELSWD).***

The number and percentage of ELs exiting as proficient in **2021-2022**:

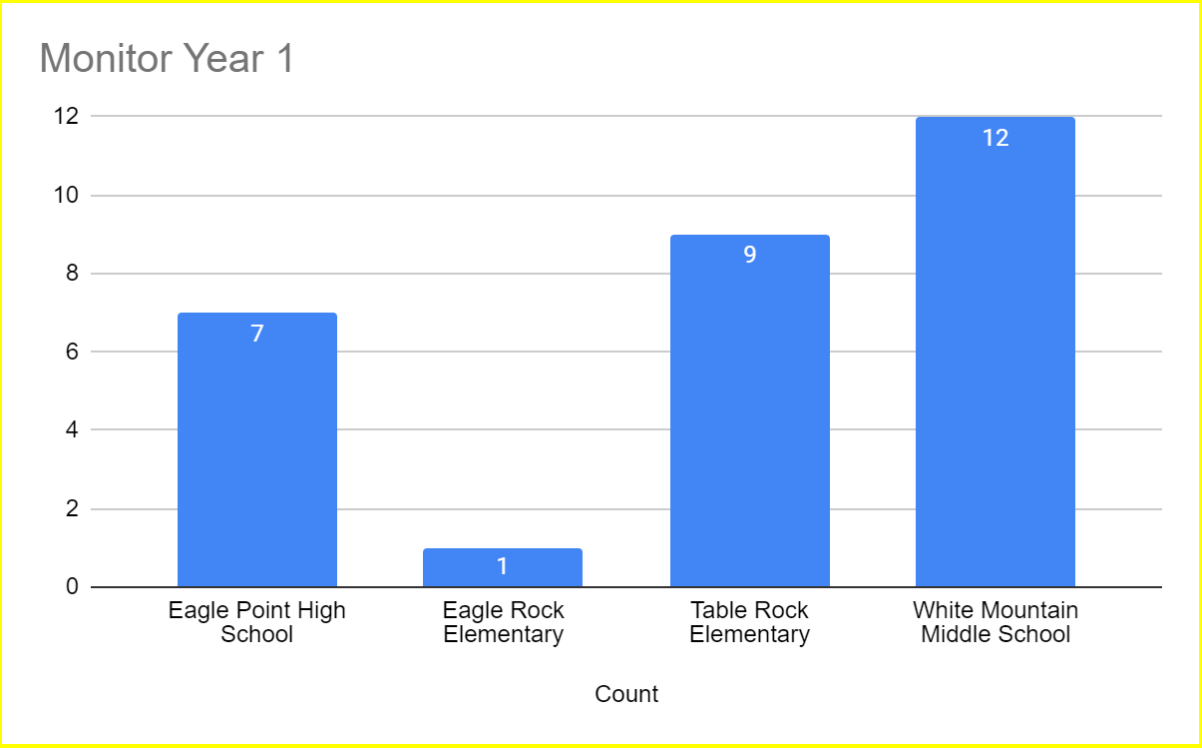
	Number Exited/Proficient	Percent Exited
All ELs (Total 439)	12	2.7%
ELSWDs (Total 103)	1	.2%

11

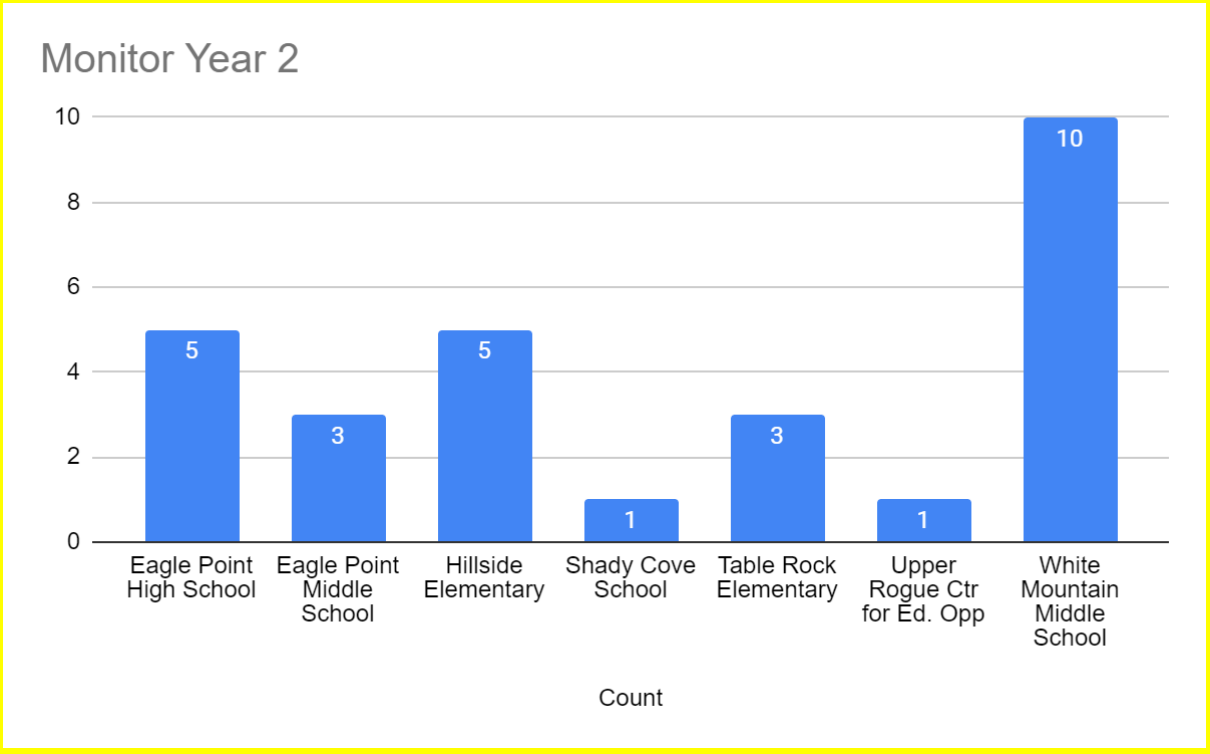
Questions 11, 12, 13, 14, 15, 16 are related to the number of students in monitoring year 1, 2, 3, 4, Re-entering after exiting and Former ELs as of 12/15/2022:

Monitoring Year	Number of Students
Monitor Year 1	29
Monitor Year 2	28
Monitor Year 3	37
Monitor Year 4	37
Former ELs	145
Re-entered after exiting	0

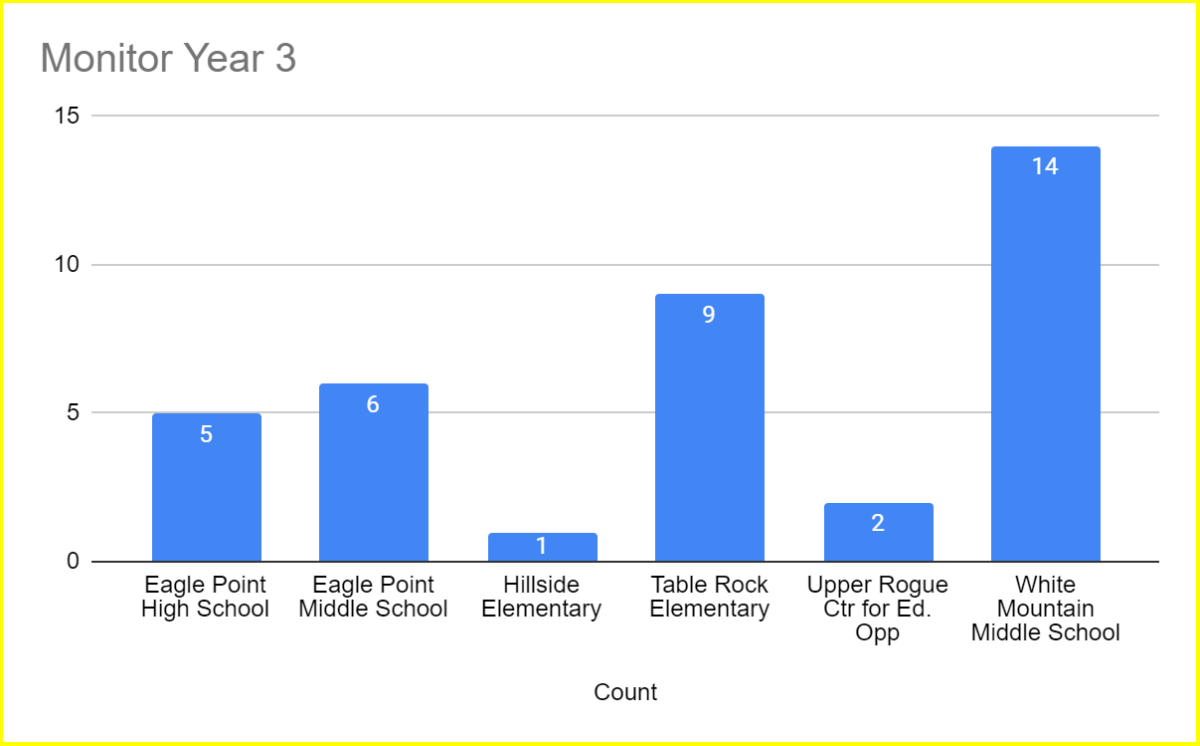
The number of students in monitoring year 1 status.



12	***The number of students in monitoring year 2 status.***

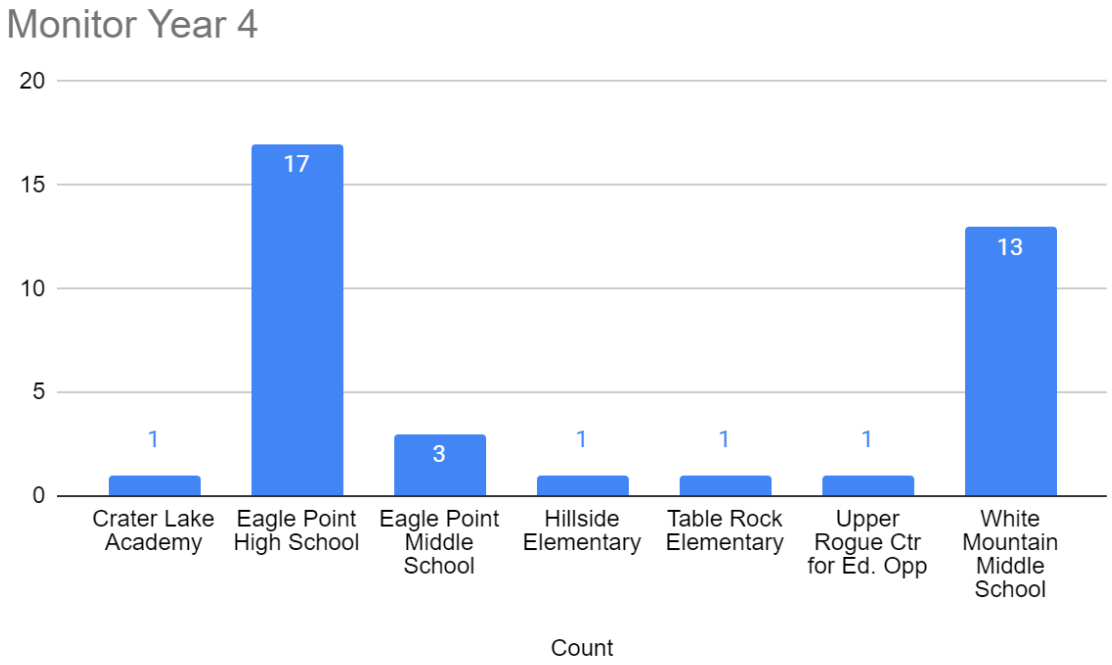


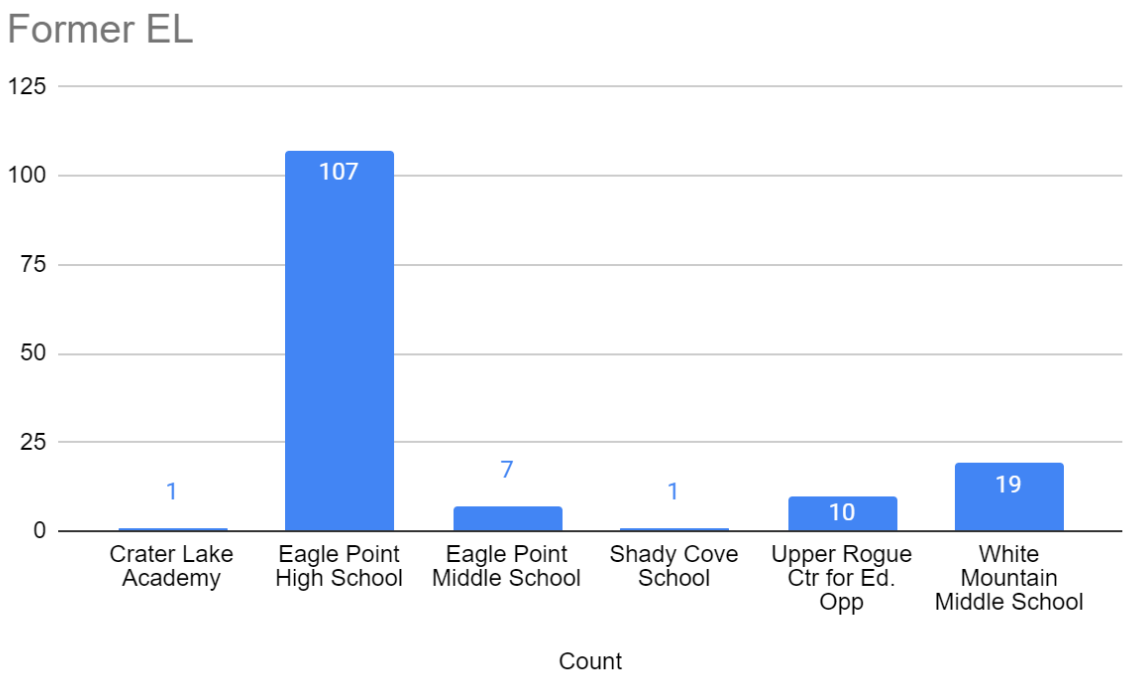
13 ***The number of students in monitoring year 3 status.***



26

14 ***The number of students in monitoring year 4 status.***



15	***The number of former ELs (not in current EL or monitoring status).*** 
16	*The number of students who have re-entered the ELD program after exiting for proficiency as of 12/15/22.* School Year Number of Students Re-entering ELD Program

School Year	Number of Students Re-entering ELD Program
21-22	0
22-23	0

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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).

*Data is from the **2021** school year*

ELA (2021-2022)

Monitoring Year	*# of Monitored Students Meeting/Exceeding ELA Standards on State ELA Assessments*	*% of Monitored Students Meeting/Exceeding ELA Standards on State ELA Assessments*	*# of ELSWD Students Meeting/Exceeding ELA Standards on State ELA Assessments*	*% of ELSWD Students Meeting/Exceeding ELA Standards on State ELA Assessments*
Year 1	*2*	*8.0%*	*NA*	*NA*
Year 2	*3*	*12.5*	*NA*	*NA*
Year 3	*17*	*48%*	*NA*	*NA*
Year 4	*12*	*32%*	*NA*	*NA*

Math (2021-2022)

Monitoring Year	*# of Monitored Students Meeting/Exceeding Math Standards on State Math Assessments*	*% of Monitored Students Meeting/Exceeding Math Standards on State Math Assessments*	*# of ELSWD Students Meeting/Exceeding Math Standards on State Math Assessments*	*% of ELSWD Students Meeting/Exceeding Math Standards on State Math Assessments*
Year 1	1	4.16%	*NA*	*NA*
Year 2	1	4.34%		
Year 3	6	20.6%		
Year 4	9	32%		

Science (2020-2021)

Monitor Year	*# of Monitored Students Meeting/Exceeding Science Standards on State Science Assessments*	*% of Monitored Students Meeting/Exceeding Science Standards on State Science Assessments*	*# of ELSWD Students Meeting/Exceeding Science Standards on State Science Assessments*	*% of ELSWD Students Meeting/Exceeding Science Standards on State Science Assessments*
Year 1	1	11%	*NA*	*NA*
Year 2	1	10%		
Year 3	0	0%		
Year 4	1	10%		

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18	***The number and percentage of ELs who have not reached English proficiency after having been identified for 5 years or more (disaggregated by all ELs and ELSWD for each year 5, 6, 7, 8, 9, etc.).*** Data is from the 2021-2022 school year.

Years in Program	# of LTELs Not Reaching English Proficiency	% of LTELs Not Reaching English Proficiency	# of LTELs/ELSWDs Not Reaching English Proficiency	% of LTELs/ELSWDs Not Reaching English Proficiency
Year 5	45	10.2%	14	3.1%
Year 6	24	5.4%	5	1.1%
Year 7	33	7.4%	11	2.4%
Year 8	17	3.8	8	1.8%
Year 9	11	2.4%	7	1.5%
Year 10	14	3.1%	7	1.5%
Year 11	10	2.2%	5	1.1%
Year 12	8	1.8%	4	0.9%

19	***The number and percentage of the district ELs who have a waiver for ELD services.*** As of 12/15/22.

Total Active ELs	# of Students Waived (4N)	Percentage Waived
416	32	7.1%

Eagle Point School District 9
Section II

School District Information on Program Goals

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

Question	School District Information on Program Goals (OCR Step 1)
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 instructional approach in Eagle Point School District 9 is systematic English language development (SELD, via E.L. Achieve) and Sheltered English Instruction. Our ELD instruction is delivered through licensed ESOL teachers and content classroom teachers who have been trained in SIOP, Constructing Meaning, and GLAD who use Sheltered English Language Instruction strategies to embed language supports into content lessons. We are also providing a Dual Language alternative in grades: Pre-K thru 5. The Dual-Language program will expand to upper grade levels systematically as resources are available and demand continues.

In the elementary schools, ELD instruction is provided through either a deployment or a pull-out model depending on the number of ELs at the school. We provide a push-in model for some site based Special Education classrooms.

In secondary schools, students have an ELD class as one course in their schedule, and the option for an additional EL Learning Lab for content support. We offer an AVID Excel period for grades 7 and 8 monitored EL students.

Our approach is based on research recognized by the Oregon Department of Education. All content is aligned to Oregon State English Language Proficiency Standards. Our program mirrors the research based model of Susana Dutro's A Focused Approach: Systematic English Development. For our content teachers, we offer professional development through Southern Oregon Educational Service District (SOESD). These programs are grounded in research. They include:

- Sheltered Instruction Observation Protocol (SIOP)
- Elementary Constructing Meaning (CM)
- Secondary Constructing Meaning (CM)
- Guided Language Acquisition Design (GLAD)

Systematic ELD is a comprehensive approach for developing English proficiency, which is essential to ensuring the academic achievement of English learners. Integral to such an approach is explicit language instruction in every class, every day. Language development to support content learning is driven by the demands of the grade level academic work. In contrast, Systematic ELD is a dedicated instructional block that is driven by students' assessment language proficiency levels. The goal is to move students from one proficiency level to the next. Systematic ELD builds on a solid foundation in English by teaching language that English learners:

- Are not likely to learn outside of school or efficiently pick up on their own
- Will not explicitly learn in other subject areas
- Need for effective academic learning, classroom participation and real life purposes (from http://syseld.elachieve.org/)

School	English Language Development Program Model	Core Content Program Models
Table Rock Elementary	Systematic ELD Pull Out 45 mins per day/5 days per week for a total of 225 mins/week. Also Dual Language program grades Pre-K thru 5th.	Some K-5 teachers are CM or SIOP trained Some k-2 teachers are GLAD trained Instructional assistants push into some content classes to support ELs.
Hillside Elementary Eagle Rock Elementary	Systematic ELD Pull Out 45 mins per day/5 days per week for a total of 225 minutes per week.	Some K-5 teachers are CM or SIOP trained Some k-2 teachers are GLAD trained Instructional assistants push into some content classes to support ELs.
Lake Creek Learning Center* Shady Cove School*	Systematic ELD Pull Out 45 mins per day/5 days per week for a total of 225 minutes per week. ● Due to very small EL populations, we are using Zoom and/or Google Meets to provide real-time instruction and opportunity for class participation with host schools. IAs at the remote site support the distance learner.	Some K-5 teachers are CM or SIOP trained Some k-2 teachers are GLAD trained
Eagle Point Middle School White Mountain Middle School	ELD class period 50 mins/ 5 days per week for a total of 250 mins	Some teachers are SIOP & CM trained. Instructional assistants push in to content classes to support ELs AVID Excel (language

		acquisition and AVID) class period 50 mins per day for select students grades 7 and 8.
Eagle Point High School	ELD Class Period (50 mins per day/5 days per week, total of 250 mins per week) Newcomer support class and ELD lab for extra newcomer support	Some teachers are CM and SIOP trained. Math teachers have received training for language support Active ELD students are scheduled into class periods with CM/SIOP trained teachers IAs “push in” to support in content classes
URCEO	ELD Class Period or Pull-Out Model (45-50 mins per day/5 days per week, total of 225-250 mins per week)	Online students at our virtual school join host classes with one of our in-person schools for instruction.

21	*Include the relevant research that supports each **of the** district's educational approach(es) for educating ELs. (NOTE: only citation for research is needed)* ***English language acquisition:*** M. Calderón (Ed.), Breaking Through: Effective instruction & assessment for reaching English Learners (pp. 39-61). Bloomington, IN: Solution Tree Press. Breaking Through: Effective instruction & assessment for reaching English Learners. Goldenberg, C. (2012). Bloomington, IN: Solution Tree Press. Teaching ELLs to Read-- Boyd-Batstone, Paul (2015) Routledge Research-Based Methods of Reading Instruction for English Language Learners, Grades K–4-- Sylvia Linan-Thompson and Sharon Vaughn Collaboration and Co-Teaching, Strategies for English Learners-- Honigsfeld, Andrea and Dove, Maria G (2010) Corwin Press Co-Teaching That Works-- Beninghof, Anne M (2012) Jossey-Bass Teacher ***SIOP:*** Echevarria, Jana, MaryEllen Vogt and DELorah Short. (2004). Making Content Comprehensible for English Learners: The SIOP Model. ***Systematic ELD:*** Dutro, S., Moran, C. (2003). Rethinking English Language Instruction: An Architectural Approach. In G. Garcia (Ed.) English Learners: Reaching the Highest Level of English Literacy. Newark, DE: International Reading Association. ***Constructing Meaning:*** Olsen, Laurie. (2012). *"Secondary School Courses Designed to Address the Language Needs and Academic Gaps of Long Term English Learners."* Californians Together. http://www.californianstogether.org Short, D. & Fitzsimmons, S. (2007). Double the Work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners – A report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education. ***GLAD:*** Goldenberg, C. (2008). *"Teaching English Learners: What the research does – and does not – say."* American Educator Summer. ***AVID Excel:*** Secondary School Courses Designed to Address the Language Needs and Academic Gaps of Long Term English Learners. -- Olsen, Laurie. (2012). http://www.californianstogether.org Short, D. & Fitzsimmons, S. (2007). Double the Work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners – A report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education. Jeff Zwiers—Building Academic Language: Essential Practices for Content Classrooms (2008)

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.***

	Active ELs	SIFE	ELSWD	RA
Elementary Math	The percentage of ELs meeting Smarter Balanced math benchmarks will increase by 5%	The percentage of SIFE-ELs meeting Smarter Balanced math benchmarks will increase by 2%	The percentage of ELSWDs meeting Smarter Balanced math benchmarks will increase by 2%	The percentage of RA-ELs meeting Smarter Balanced math benchmarks will increase by 2%
Elementary Reading	The percentage of ELs meeting Smarter Balanced reading benchmarks will increase by 5%	The percentage of SIFE-ELs meeting Smarter Balanced reading benchmarks will increase by 2%	The percentage of ELSWDs meeting Smarter Balanced reading benchmarks will increase by 2%	The percentage of RA-ELs meeting Smarter Balanced reading benchmarks will increase by 2%
Secondary Math	The percentage of ELs meeting Smarter Balanced math benchmarks will increase by 5%	The percentage of SIFE-ELs meeting Smarter Balanced math benchmarks will increase by 2%	The percentage of ELSWDs meeting Smarter Balanced math benchmarks will increase by 2%	The percentage of RA-ELs meeting Smarter Balanced math benchmarks will increase by 2%
Secondary Reading	The percentage of ELs meeting Smarter Balanced reading benchmarks will increase by 5%	The percentage of SIFE-ELs meeting Smarter Balanced reading benchmarks will increase by 2%	The percentage of ELSWDs meeting Smarter Balanced reading benchmarks will increase by 2%	The percentage of RA-ELs meeting Smarter Balanced reading benchmarks will increase by 2%

24 & 25	*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.***

	Progress Monitoring toward English Language Development and core content educational goals: **Elementary:** Our district uses DIBELS, STAR 360 and RI (formerly SRI, Scholastic Reading Inventory) to monitor students in reading and writing. STAR 360 is used to monitor students in both reading and math. Screenings three times a year show growth and risk of all students, including EL students. Students are assigned interventions in response to this data and other multiple measures, via a school data team. Students receiving an intervention for reading are also progress monitored regularly for growth using STAR 360, RI and DIBELS. A minimum of 6 data points are used for progress monitoring during an intervention cycle. Additional measures used to determine the effectiveness of the program include: Woodcock Munoz Language Survey (additional subtests), ADEPT, Gap Finder, phonics screeners, and writing work samples. **Secondary:** Our district conducts reading skills checks to monitor reading progress 3 times a year using RI (formerly SRI) and Easy CBM reading subtests. Data teams meet after the fall, winter and spring benchmarking, including ELD teaching staff, to review the literacy progress of all students. Writing work samples are scored with state rubrics. At Eagle Point High School: Core class achievement is monitored by the Instructional Coaches, ELD staff and Administration. Monitoring Goals over time: Annually, ELD teachers examine all data that is available for our EL population. Analysis is done using these data points for reflection on individual student growth: • ELPA (Listening, Reading, Writing, Speaking) • Adept Grammar Assessment • Woodcock-Munoz-Revised • Smarter Balanced Assessments (ELA, Math, Science) and Extended Assessments • STAR 360 (math and reading), DIBELS reading and Reading Inventory (three times a year screen), Intervention progress monitoring • Writing Work Samples (once per year sample) • IEP goal growth data
26	*Describe the frequency the district will "progress monitor" the established goals.* Annually, ELP progress is monitored via ELPA, STAR 360 Reading and SRI. Three times per year: beginning of the year, middle of the year and end of the year; reading and math achievement /growth are screened. Data teams meet to review 100% of the student body screening data. Two times per year, between the 100% data reviews, the data team will meet again to review progress of the lowest 20% of the student population, including subpopulations: Active EL, Monitored EL, ELSWD, Former EL, Recent Arriver EL, SIFE, SpEd and 504 groups. At the Elementary level, progress monitoring data is reviewed for all students in intervention programs every 8 weeks.
27	*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.* Goals compared to district's goals for non EL students: The district's goal is for all students to meet their individual growth targets and for the district as a whole to have an increased number of students each year meet the state benchmarks in Reading and Math as measured by the Smarter Balanced assessments.

The combined 21-22 growth percentiles of all students as compared to EL students are:

	Reading	Reading	Reading	Math	Math	Math
Grades	Elem	Middle	High	Elem	Middle	High
All Students	64.5%	63%	65%	63%	61.9	NA
ELs (TBD)	64.5%	63%	65%	63%	61.9	NA

While we want all students to improve, we want our EL students to accelerate their growth to be able to close the achievement gap. After five to seven years of English Instruction, EL students will exit the program and meet or exceed state standards in English, math, writing and science, based on AYP targets for that school year.

For grades 9-12, a passing score on the state reading, writing and math assessments is required for graduation for all students, including EL students. The Eagle Point School District has implemented CCSS proficiency-based instructional practices and standards based grading. This criterion-referenced system also aligns with the philosophy of the Essential Skills requirements for graduation. These instruction and assessment practices will allow the district to clearly monitor the development of College and Career Readiness skills in our ELs.

Our goals focus on English language development and mastery of grade-level content knowledge. Both LEP and non-LEP students may take classes designed to support and provide intervention instruction to students who have not yet passed the assessment or met their growth targets. ODE-approved alternative assessments may be given to students who qualify and have not been able to meet benchmarks.

At all levels, ELD teachers work with schools' student study team or Building Assistance Team to implement interventions and arrange classroom and course placement. All interventions are designed with the goals that ELs 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.

To measure the success of our ELs on the acquisition of core content knowledge, our school district refers to the results of STAR 360 (reading and math), Reading Inventory, formative assessments, teacher report cards and state assessments as shown in the following chart:

	STAR 360 READING	STAR 360 MATH	Smarter Balanced READING	Smarter Balanced MATH	Report Cards	Reading Inventory (RI)	ODE Approved Alt. Assessment
Elem (K-2)	X	X			X		
Elem (3-5)	X	X	X	X	X	X	X
Middle Schools	X	X	X	X	X	X	X
Eagle Point	X	X	X	X	X	X	X

High School							

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

How goals prepare English Learners for college and career readiness: Eagle Point School District's goal for EL students is a 100% graduation rate. The graduation rate of EL students per the District Report Card are noted in the chart below.

4 Year Graduation Rate 2021/2022	**All Students**	**Ever English Learners**
Per District Report Card, students who were EL's at any time during high school	79.87%	81.25%
4 Year Graduation Rate 2020/2021	**All Students**	**Ever English Learners**
Per District Report Card, students who were EL's at any time during high school	80.7%	85%

5 Year Graduation Rate 2021/2022	**All Students**	**Ever English Learners**
Per District Report Card, students who were EL's at any time during high school	87.7%	94.74
5 Year Graduation Rate 2020/2021	**All Students**	**Ever English Learners**
Per District Report Card, students who were EL's at any time during high school	89.23	NA

4 Year Graduation Rate (2017/2018) Cohort Graduating in (2021/2022) Per Graduation Rate Collection:				
	All	**LEP**	**Former**	**Migrant**
Eagle Point School District 9	79.87%	81.25%	83.78%	86.36%
Eagle Point High School	92.92%	81.25	90.32	94%
URCEO (Upper Rogue Center for Educational Opportunities)	24.56%	NA	50%	NA

		Crater Lake Charter Academy	93.94%	NA	NA	NA

4 Year Graduation Rate (2016/2017 Cohort Graduating in 2020/2021)
Per Graduation Rate Collection:

			All	LEP	Former	Migrant
		Eagle Point School District 9	80.7%	85%	91.1%	89.47%
		Eagle Point High School	89.6%	85%	95.24%	89.47%
		URCEO (Upper Rogue Center for Educational Opportunities)	20.9%	NA	33.3%	NA
		Crater Lake Charter Academy	100%	NA	NA	NA

5 Year Graduation Rate (2016/2017) Cohort Graduating in 2021/2022)
Per Graduation Rate Collection:

	All	LEP	Former	Migrant
Eagle Point School District 9	81.7%	94.74%	91.1%	94.74%
Eagle Point High School	91.25%	94.74%	95.24	94.74%
URCEO (Upper Rogue Center for Educational Opportunities)	22.2%	NA	3303%	NA
Crater Lake Academy	100%	NA	NA	NA

5 Year Graduation Rate (2015/2016) Cohort Graduating in 2020/2021)
Per Graduation Rate Collection:

	All	LEP	Former	Migrant
Eagle Point School District 9	85.52%	90.91%	91.67%	89.47
Eagle Point High School	94.89%	90	95.65%	89.47%
URCEO (Upper Rogue Center for Educational Opportunities)	13.3%	100%	NA	NA
Crater Lake Academy	100%	NA	NA	NA

Through advisory courses, each high school student maintains an educational plan that identifies their aspirations whether it is career or college. This plan becomes the driving individualized roadmap for each student through high school and beyond. Career pathways are built at EPHS to offer students a variety of career choices. High school advisory and counseling staff encourage students to choose a pathway that meets their individualized plan. Extended Application Advisory periods (NEST/Nation of Eagles Establishing Strong Ties) meet twice per week (or more) and provide individualized support for these plans.

Use of ELPA Results

ELPA test scores are reviewed at the end of each year, and a plan of action is developed for each student, depending on the results.

Students Whose ELPA Scores Have Increased	Students Whose ELPA Scores Have Stayed the Same	Students Whose ELPA Scores Have Declined
Continue Instruction ELD Teacher: Distribute ELPA scores Level 4-5 Proficient students are Exited	Student Study Team convened Disaggregate the test results (ELPA and SBAC ELA assessments) Identify areas of strengths and weaknesses Action plan for future instruction	Student Study Team convened Disaggregate the test results (ELPA and SBAC ELA assessments) Identify areas of strengths and weaknesses Action plan for future instruction Intervention plan established

Eagle Point School District 9
Section III

Identification of Potential English Learners

This section of the Local Plan addresses and describes our district's procedures for identifying students who may be ELs without over (or under-identifying) students who have linguistic needs.

Question	Identification of Potential English Learners (OCR steps 2 and 3)
29	*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.*** All newly enrolling students (and parents/guardians) contact our schools to obtain an access code that enables them to register online. The online registration includes the Oregon Language Use Survey (LUS) as prepared by the Oregon Department of Education in January 2023. A parent/guardian completes and submits the enrollment forms before the student starts school. The district ELD Coordinator receives a weekly reminder from Synergy to review all new enrollment to the district to insure LUS is complete and all ELs are identified.

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

English Learner Identification Steps	Person(s) Responsible	Timeline for Each Step
1. Ensure that each registrant completes the Language Use Survey within the online enrollment packet for each new to the district student. (Available in English & Spanish.)	Office staff receiving new online student registrations in queue (Registrar)	Immediately, upon registration
2. Assist registrant in filling out LUS in English or Spanish. Computer centers are available for registration in the Front Office of every school building. Interpreters are available to assist.	Office staff and/or ELD personnel trained in registration procedures	Immediately, upon request for online registration assistance
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 *Native American/Alaskan* background, the student's registration is flagged as a potential English Learner in the bucket.	Office staff and/or ELD personnel trained in registration procedures	Immediately, upon registration
4. Keep a copy of the LUS in the student's electronic and paper CUM file.	Synergy Student Information System will archive LUS answers and alert Office staff of a potential EL flag	Immediately, upon receiving completed registration and acceptance of registration by Office staff
5. Flagged potential English learners are forwarded to the ELD teacher/staff in the building.	Office staff trained in LUS	Within one day of receiving LUS
6. Evaluate LUS to determine if a student needs to be screened for English proficiency. There is a public EL Query in Synergy to locate all LUS responses for new students.	EL Teacher or staff trained in LUS	Within two days of receiving LUS
7. Assign the student an SSID number or locate the student's existing SSID number and claim the student (upload to ODE in the SSID system). This connects the student to the school.	Office staff responsible for SSID assignment	Within one day of receiving LUS

	8. Check the ODE EL History Report for previous EL status within the state. The SSID number must be claimed at least one day prior to locate the student in the ODE EL History Report.	EL staff OR office staff trained in accessing the ODE EL History report in Student Collections (ODE Secure District site)	Within two days of receiving LUS and one day after claiming the student in the SSID system
	9. Home Language and Home Communication are 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 database entry ELD staff interview parent/guardian when LUS indicates the need or additional information indicates the need	Within 5 days of receiving LUS

The procedure used to identify potential English Learners begins with the student's online registration LUS form that all students must complete in order to register. However, in spite of 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 will then investigate whether the student was improperly identified as either English-only or as an English learner.

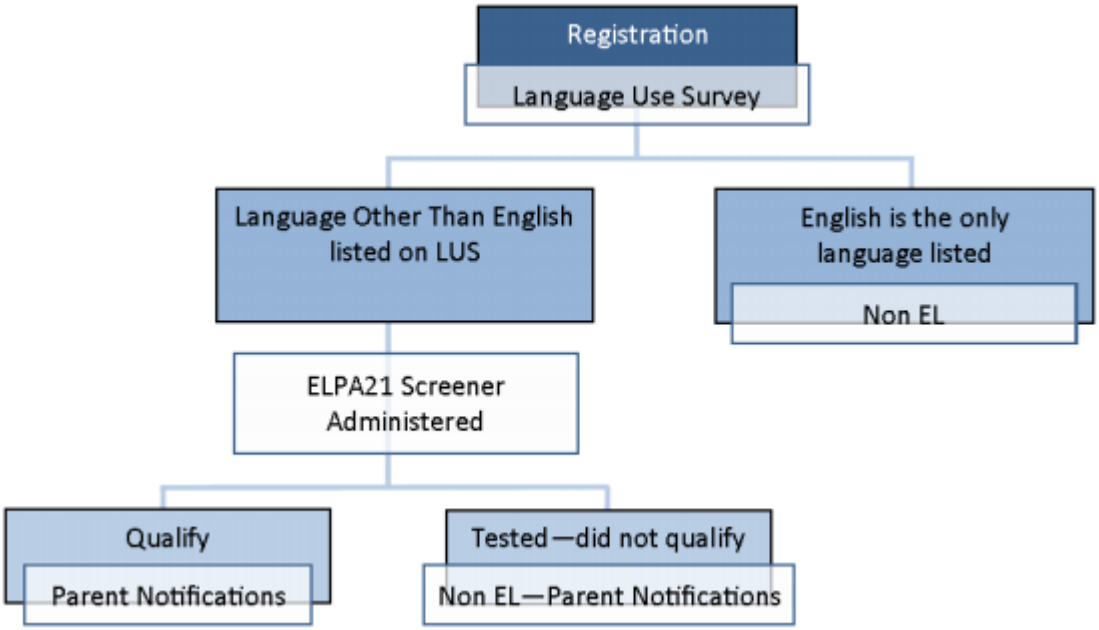
Parent referral: If a parent suggests that his/her student is not properly identified, it is the responsibility of the ELD teacher in the building to investigate. In the event that the original LUS is deemed to be inaccurate, the parent is given the opportunity to revise the information and the ELD teacher will correct the LUS fields in the student information system per the outcome of the discussion.

Records review: 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 ELPA) and to determine the appropriate level of English language mastery per ELPA. Office staff or EL staff can refer to the ODE's EL History Report to obtain EL status once the student's SSID number is connected to the school. The EL History Report will also provide the most recent ELPA scores.

If, in the case of a transfer student from another state, the incoming records indicate previous EL identification by another district, the student is considered a potential English Learner and the ELPA Screener will be administered to determine Oregon eligibility.

Based on the above procedures, if it is determined that the student qualifies to be assessed for language proficiency, the ELD IA or EL Teacher will administer the ELPA Screener. If the student enters at the beginning of the school year, all assessments, placements and parent notifications occur within 30 days. If the student enters during the school year, assessments, placements and parent notification occur within 14 days.

Prior school records, including tests from out of the state, can inform ELD staff; however, Oregon's ELPA Screener must be administered for ELD qualification.



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

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

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

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 ELD services.
Recent Arrivers for whom a possible disability is suspected.	EL Specialists and SpEd Specialists will collaborate with parents, using an interpreter if appropriate, to determine whether or not administration of the English language proficiency assessment would yield valid results to determine ELD 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 staff 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.

33 *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.***

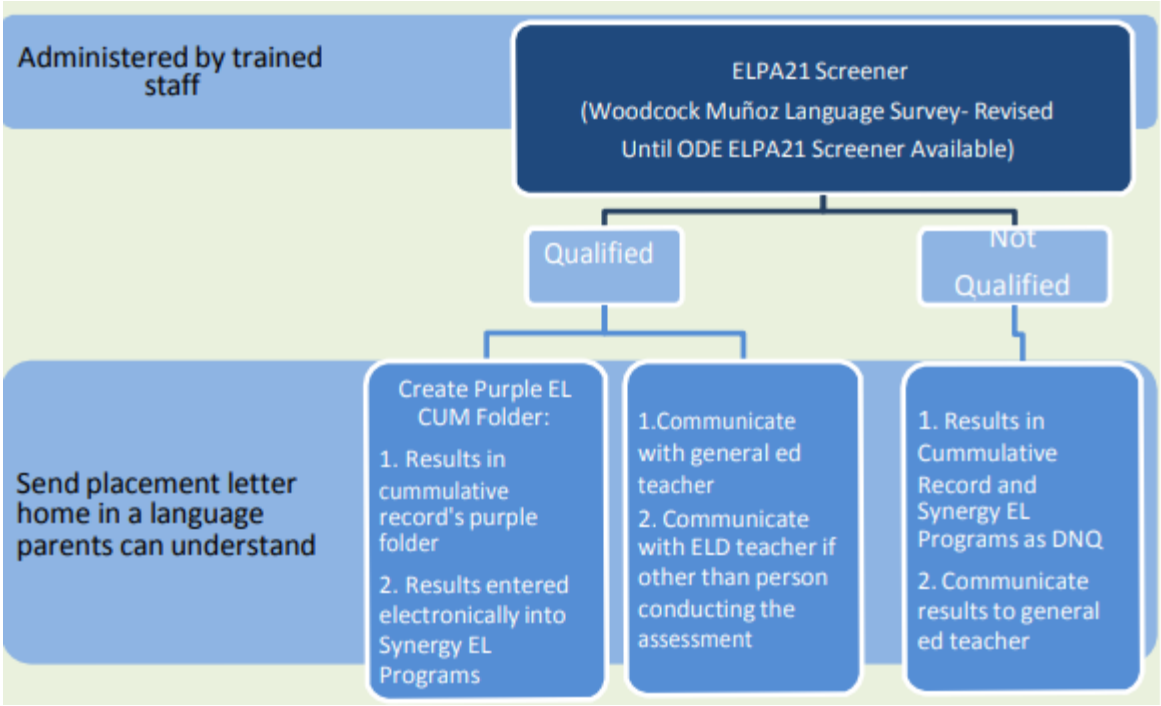
The ELPA Screener is administered and the resulting scores are used to determine EL status and initial language levels. Following the Oregon Department of Education's guidelines, only students scoring below "proficient" are identified as ELs. Sub-tests 1-4 of the Woodcock-Muñoz Language Survey- Revised – II may be administered to further guide placement in ELD programs.

ELPA Screener is the English language assessment used to identify ELs.

ELPA21 Screener	K	1	2	3	4	5	6	7	8	9	10	11	12
	Any student scoring a 3 or lower in any domain will qualify as EL.												

34 *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 a district-provided training and/or a state-required training. In addition to building-based ELD staff, some Speech Language Pathologists and school Psychologists will also be trained in order to meet screening needs in the case of staff turnover, staff emergencies or large numbers of students to be screened.

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



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

All teachers who work with the student will have access to the scores via Synergy EL Programs. If the student is eligible for ELD services, the ELD Teacher will use the results to inform program placement and instructional needs and will communicate those needs to the content area teachers, deans, counselors and other relevant staff members.

37 *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*

EL Identification Steps	Person Responsible	Timeline for Each Step
1. An EL permanent CUM file is created	ELD Teacher	At the beginning of school year: within 25 calendar days of the start of the school year. During the school year: within 10 days of the student's enrollment date.
2. The ELD teacher selected either a Program Eligibility Letter or an Initially Fluent Parent Notification Letter from the Shared Drive (S Drive)	ELD Teacher	At the beginning of school year: within 30 calendar days of the start of the school year. During the school year: 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 filed in the student's permanent EL CUM file. Files are scanned to electronic files.	ELD Teacher	At the beginning of school year: within 30 calendar days of the start of the school year. During the school year: within 14 days of the student's enrollment date.

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

Parent notifications that meet ESSA guidelines are obtained from TransAct. Spanish translations of all forms are currently available and housed on the Shared Drive for the current year. Additional language translations will be ordered, via the Federal Programs Coordinator as needed, based on the Home Communication preference indicated on the Language Use Survey.

39	***Describe where the original language use survey, identification screener results, and original parent identification communication will be stored.*** For all students screened for the ELD Program, a copy of the following documents will be placed in the designated EL CUM File (purple folder) and scanned into the student's permanent file: • The original LUS – reports from Synergy exporting the LUS fields from initial enrollment, the identification screener results (i.e. score report), and the parent notification letter . For students found eligible for ELD services, the purple EL CUM file is kept in a secure location in the ELD Teacher's classroom and scanned and uploaded to a secure electronic file.

Eagle Point School District 9
Section IV

Program of Service for English Learners

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

Question	Program of Service for English Learners (OCR Step 4)
40	*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 the ELs in the district.* ***Consider putting this information in a chart- by school, grade level; include all ELD programs for all groups of ELs (SIFE, Recent Arriver, ELSWD, etc.)***

In order to meet our dual obligation, we employ a combination of dedicated ELD instruction to develop English language proficiency and Sheltered English instruction SEI) to provide meaningful access to core content, using the Program Models in the chart below.

State Code	Instructional Model	Grade Level
21	ELD Push-in	PALS, MAPS, MVP, VIP, Specialized Site Based Programs
22	ELD Pull-out	Elementary
23	ELD Class Period	Secondary
30	Sheltered Instruction	All Grade Levels
60	Monitor- Year 1	All Grade Levels
61	Monitor- Year 2	All Grade Levels

62	Monitor- Year 3	All Grade Levels
63	Monitor- Year 4	All Grade Levels
70	Former EL	All Grade Levels

Critical Questions to Determine the Program of Services for ELs with Diverse Needs

Decisions to Be Made	If "YES", then...	If "NO", then...
Differentiation- Will a group setting be an effective dedicated ELD learning environment for the student?	Assign the student to the ELD Teacher's appropriate dedicated ELD instructional group: Elementary: A pull-out group scheduled so as not to interfere with access to core instruction or SpEd services. Assign according to English language proficiency and grade levels when such grouping is available. Remote sites with no ELD program use Zoom or Google Meet technology to remote into appropriate groups with staff assistance. Secondary: A class period assigned according to the student's English language proficiency level.	Collaborate with content area and/or SpEd teachers to determine an appropriate schedule for having the ELD teacher deliver pull-out or push-in ELD instruction in a one-on-one setting. Language services are coordinated with Speech Language Pathologists when appropriate.
Language- Would the student benefit from native language support to facilitate communication and provide meaningful access to content instruction?	Determine the proficiency level of bilingual support needed and identify all resources available, including bilingual staff, printed materials or technology supports.	Determine other types of supports and resources, such as scaffolded instructional materials, audiobooks, teacher-provided notes, etc., which might provide more meaningful access to content instruction.
Recent Arrivers- For high school recent arrivers at the Beginning or Early Intermediate level of English language proficiency, does the student have transcripts from a previous school, either in the US or another country?	The counselor evaluates the transcript to determine which credits can be applied toward graduation requirements and uses the information to make class placement decisions.	A team including the counselor, ELD teacher, parent and student make collaborative decisions about which graduation cohort to join and which classes to take, based on a long-range graduation plan appropriate to the student's individual circumstances.
Differentiation- Will the student need specialized	The student's schedule and class placement is designed to provide full access to any needed	Schedule the student as appropriate for the grade

support that will require intentional scheduling and/or class placement?	services, such as Title 1A services, literacy or math interventions, newcomer support, specially trained and/or bilingual/bicultural teachers, etc.	level, including the same opportunities for access to intervention and enrichment courses.
SIFE- Has the student experienced an interruption of formal education?	Assess the student's academic skills and determine the most effective manner to address any gaps, using all available resources of staff, materials and technology.	Use transcripts from previous schools to guide initial class placement decisions, providing full access to grade level core content as well as enrichment courses and any needed intervention courses.
504/IEP- Does the student have an identified disability?	Coordinate the delivery of ELD and SpEd services so that the student receives all necessary services with little or no impact on access to core content and enrichment instruction. ELD and SpEd staff collaborate so that both SEI and accommodations to support the students' disability are used in all settings.	Schedule the student as appropriate for the grade level, including the same opportunities for access to intervention and enrichment courses. Utilize the existing RTI structures to monitor the students' progress.

Dedicated ELD (English Language Development)*:* A program of techniques, methodology, and special curriculum designed to teach EL students English language skills, including listening, speaking, reading, writing, study skills, content vocabulary and cultural orientation. ELD instruction is in English with little use of native language.

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

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

Given that students with specialized needs will have a more individualized ELD program of services, the following table describes the program models generally provided for the following student groups:

Student Group	English Language Instruction	Meaningful Access to Core Content
Elementary	Dedicated Pull-out ELD by an ESOL-endorsed teacher	SEI in a mainstream classroom from a teacher trained in SIOP, Constructing Meaning, GLAD or other SEI model.
Secondary	Dedicated Class-period ELD by an	SEI in a mainstream classroom from a teacher trained

	ESOL-endorsed teacher	in SIOP, Constructing Meaning, GLAD or other SEO model. If needed, enrollment in an ELD Support Lab class to provide additional content area support. If needed, enrollment in a literacy intervention class specifically designed for ELs (when available). The ELD support classes are taught by ESOL-endorsed teachers.
Newcomers	Either Dedicated Pull-out or Class-period ELD (for elementary or secondary, respectively) by an ESOL-endorsed teacher	Bilingual staff, materials and technology are used to provide native language support. At the secondary level, an ELD Support Lab class provides additional content area support. A long-range plan for academic success, leading toward graduation, is implemented.

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

The instructional approach for English language development is that of EL Achieve's "Systematic English Language Development- A Focused Approach".

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

42. *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.).***
Protocols for ensuring that all ELs have meaningful access to core content, intervention and enrichment/special programs in a manner equal to that of non-ELs:

EL Sub Group	Goal
Elementary ELs	Pull-out ELD schedules are created to not interfere with access to other general education content and programs. An annual audit of elementary ELD schedules is performed by the District EL Coordinator each September.
Secondary ELs	Creation of schedules are audited by a team comprised of: ELD staff, Instructional Coaches and Guidance Counselors, to ensure access to appropriate core content,

	prioritized interventions and at least one elective per year. ELs are included in the district-wide college and career readiness program, which connects high-school students to CTE and other specialized programs. ELs are included in 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 are handled on a case-by-case basis to balance the student's academic, linguistic and social-emotional needs. Recent Arriver secondary SIFE's core content will be determined using the "EL Intake and Scheduling Process'' (Appendix A)
Elementary ELSWDs	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 ELSWDs	The Coordinated Service Plan document (Appendix B), or similar process, is ELSWD used to collaboratively create a schedule that includes all required services, core content, at least one elective and any prioritized interventions. A long term planning approach is taken to ensure that graduation requirements will be met and that the student receives a well-rounded education.
Elementary Recent Arrivers	Bilingual classified staff use both push-in and pull-out models to provide Recent additional support for Newcomers to access core content and special Arrivers programs.
Secondary Recent Arrivers	Recent Arrivers' core content will be determined using the "EL Intake and Recent Scheduling Process" (Appendix A) Bilingual classified staff use both push-in Arrivers and pull-out models to provide additional support for Newcomers to access core content and special programs.

43	*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.*** ELD-focused professional development available through the Southern Oregon Educational Service District include: SIOP (4 days), Constructing Meaning (5 days) and GLAD (6 days). Other professional development opportunities which support the academic success of ELs include Avid, Avid Excel for 7th and 8th grade EL monitored students, and district-provided curriculum on quality assessment practices. Cohorts of content teachers are being trained, on an ongoing basis, in SIOP, CM, GLAD or other Sheltered English program models to maintain a core group of trained content teachers. Schools with high populations of ELs train teachers on a rotational basis, to meet attrition needs (new teachers reassigned or matriculated teaching staff). The district will measure the effectiveness of these professional development offerings through the following measures: pre/post assessments of knowledge, annual SEI focus-walks using a district-developed observation tool, student outcome data, including grades, graduation rate, state testing scores and local assessments, which may include SRI, MI and Easy CBM, STAR 360 (math and reading).

44 *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.***

Student Group	English Language Instruction	Amount of ELD Instruction
Elementary	Dedicated Pull-out ELD by an ESOL-endorsed teacher during Language or Differentiated Instruction time-block	Minimum of 210 minutes per week (based on 45 minutes per day, 4-5 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). Currently between 239-260 minutes per week.
When in the best interest of the student(s) (Determined case by case)	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 ESOL teacher may vary from 20-80 minutes per week, as indicated on the student's IEP.

Student outcomes in English language acquisition (AMAO) and curriculum-based progress monitoring assessments will be used to measure the effectiveness of these services. Recent Arrivers may receive additional ELD instruction when possible and appropriate for the student's needs.

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.

____The IEP team meeting is attended by all required staff, the SpEd case manager and appropriate

specialists including the ESOL teacher and parents. When appropriate, the student also attends. At these meetings, all educational decisions are made regarding services, including ELD services. The IEP team creates a plan for timely graduation as determined in accordance with SpEd requirements.

Student Group	English Language Instruction	Meaningful Access to Core Content
ELSWD- with significant cognitive disabilities- Intellectual Disability	Students will receive ELD instruction from an ESOL-endorsed teacher per the student's IEP.	The ESOL teacher will consult with the SpEd Specialists to identify the 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 ESOL 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.	The ESOL teacher will consult with the SpEd Specialist to identify appropriate SEI strategies to support core content learning.
ELSWD- Vision 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 ESOL teacher will consult with the SpEd Specialist to identify appropriate SEI strategies to support core content learning.
Recent Arriver	Recent Arriver students will be placed into an ELD instructional group based on the student's English language proficiency level, as indicated by screening and placement assessments. The student may receive additional ELD instruction (if available and appropriate for the student's needs). (i.e. Some high school Recent Arrivers with a high level of education and some basic English proficiency may benefit from an accelerated approach to ELD by being placed in both an ELD 2 course as well as an ELD 3 course, concurrently.)	For elementary students, Recent Arrivers will be placed in a regular content area classroom with a teacher who has received training in SEI via professional development such as SIOP, CM or GLAD. For secondary students, Recent Arriver's core content will be determined using the "EL Intake and Scheduling Process" (Appendix A). 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 language proficiency level, as indicated by screening and placement assessments. The student may receive additional ELD instruction, if available and appropriate for the student's needs.	For elementary students, SIFE will be placed in a regular content area classroom with a teacher who has received training in SEI via professional development such as SIOP, CM or GLAD. For

		secondary students, SIFE/ Recent Arriver's core content will be determined using the "EL Intake and Scheduling Process" (Appendix A). 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.

Eagle Point School District 9
Section V

Staffing and Resources

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

Question	Staffing and Resources (OCR section 5)

46

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

Level	School	Name of Certified Staff	Certified W/ Endorsement	FTE
Elementary	Table Rock Elementary	Tara Dugan Strout	ESOL	1
Elementary	Table Rock Elementary	Kim Smashey	ESOL	1
Elementary	Table Rock Elementary	Pamela Smith	ESOL	1
Elementary	Table Rock Elementary	Rachelle Farley	ESOL	1
Elementary	Hillside Elementary	Nancy Chavez	ESOL	.5
Elementary	Eagle Rock Elementary	Nancy Chavez	ESOL & SpEd	.25
Elementary	Lake Creek Learning Center	Remote with TRE (Teacher TBD)	ESOL	N/A
Elementary	Shady Cove School	Remote with HES Nancy Chavez	ESOL	.10
Charter School	Crater Lake Academy	Remote with HES (k-5) or EPMS (6-12)	ESOL	.15
Middle School	White Mountain Middle School	Brian Messmer	ESOL	1
Middle School	Eagle Point Middle School	Emily Gee Clark	ESOL	.25
Middle School	Shady Cove School	Remote with TRE/WMMS (Teacher TBD)	ESOL	N/A
K-12 School	URCEO	Emily Gee-Clark	ESOL	.25
High School	Eagle Point High School	Kari Miller	ESOL	1
District Office	All Schools	Jodi Salinas Title	ESOL	.4

		III Programs Coordinator		
			Total Certified FTE	7.9

Level	School	Name of Classified Staff	Position Type	FTE
Elementary	Table Rock Elementary	Katie Weyers	Classified	1
Elementary	Table Rock Elementary	Crystal Radar	Classified	1
Elementary	Table Rock Elementary	Tawnia Eddings	Classified	1
Elementary	Table Rock Elementary	Marlyn Medinal	Classified	.5
Elementary	Hillside Elementary	Alexandra Schwartz	Classified	.5
Elementary	Shady Cove School	Colleen Lambert	Classified	.25
Elementary	Eagle Rock Elementary	Alexandra Schwartz	Classified	.25
Middle School	White Mountain Middle School	Open/Unfilled Open/Unfilled	Classified	2
Middle School	White Mountain Middle School	Open/Unfilled	Classified	.5
Middle School	Eagle Point Middle School	Alexandra Schwartz	Classified	.25
High School	Eagle Point High School	Yolanda Ortega & Wendy Jackson	Classified	1 + 1
			Total Classified FTE	9.25

Role	Name of Administrative Support- District Office	Endorsement	FTE

Director of Teaching, Learning and Special Education	Joni Parsons	Administrator	1
Migrant Education Coordinator	Jodi Salinas	Administrator	.20
Federal Programs Secretary	Becky Pool	Classified	1
Federal Programs Coordinator	Jodi Salinas	Administrator	.5
		Total FTE	2.9

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47. *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.*

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

Position Type	Qualifications Required
Certified	Baccalaureate Degree from an accredited training college or university, with a Master's Degree Preferred. Must hold a valid Oregon teaching license with ESOL Endorsement. Preference given to bilingual/bicultural candidates and those with EL-focused training, coursework and experience.
Classified – ELD Instructional Assistant	Candidates must have a high school diploma or equivalent, and an Associate's degree (A. A.), or equivalent, from a two-year college or technical school (minimum of 72 credit hours). Candidates without an AA degree, or equivalent, must score a level 4 or higher on the Math and Reading assessments and a level 2 or higher for the Writing assessment, via Work Keys/ ACT to be employed in EPSD9. Preference is given to bilingual/bicultural candidates and those with experience working with children.
Classified – EL Success Specialist	Candidates must have a high school diploma or equivalent, and an Associate's degree (A. A.), or equivalent, from a two-year college or technical school (minimum of 72 credit hours). Candidates without an AA degree, or equivalent, must score a level 4 or higher on the Math and Reading assessments and a level 2 or higher for the Writing assessment, via Work Keys/ ACT to be employed in EPSD9. Preference is given to bilingual/bicultural candidates and those with experience working with children.
Administrative	Valid Oregon Administrative License and Master's Degree or Equivalent

	Required.

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

Position Type	Steps to Determine Qualifications	Person Responsible
Certified	1. Job description postings list the required qualifications for teaching in the ELD Program. 2. The candidate's Oregon teaching license status is confirmed through TSPC. 3. ELD teacher candidates must have an ESOL endorsement; ESOL endorsement status is confirmed through TSPC. 4. Oregon teaching license expiration dates are tracked to ensure all teachers have a valid teaching license at any given time.	HR Specialist-Licensed
Classified	1. See if a classified candidate has an Associate's Degree or higher. 2. If the candidate does not have an AA, see if he/she has completed a minimum of 72 credit hours. 3. If the candidate does not meet the minimum number of credit hours required,he/she is required to take the Work Keys/ ACT assessments in Reading, Writing, Mathematics and Instruction. 4. Successful candidates score a level 4 or higher on the Work Keys Reading and Math assessments and a Level 2 or higher on the Writing assessment. Successful candidates will be eligible for employment in EPSD9 schools.	HR Specialist-Classified
Administrative	1. Job description postings list the required qualifications for administrator positions in the district. 2. Validation that the candidate holds a valid Oregon Administrator License occurs with the TSPC. Upon confirmation of licensure, successful candidates can be offered an Administrative position. 3. Oregon Administrator license expiration dates are verified monthly to ensure they are valid.	HR Specialist-Administrative

49	*Describe the contingency plan for addressing staffing issues for the ELD 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.* The Eagle Point School District collaborates regularly with the Southern Oregon Educational Service District (SOESD) to provide training for staff working with ELs, including SELD, Constructing Meaning, SIOP and GLAD. Certified staff is able to take coursework leading to an ESOL Endorsement available through Southern Oregon University. The district also participates regularly in various job fairs, including: Portland Educators' Job Fair, Seattle Educators' Job Fair, Southern Oregon University Bi-lingual Educators' Job Fair and educator job fairs in New Mexico and Texas. The Southern Oregon University Bi-lingual Educators' Job Fair is a collaborative regional event with the SOESD and other local districts to actively recruit bilingual/bicultural candidates from various universities in the western United States. The district will make every effort to hire qualified staff. However, if no qualified staff is available for a temporary position, the district will provide on-site mentoring by the district EL Coordinator and mentor teachers via the Southern Oregon ESD. Any temporary teachers are enrolled in SELD or sheltered English instruction training offered in the region as soon as possible.

50	*Describe the district's selected core ELP instructional materials and supplies available for the district's language development program.* Elementary ELD teachers use E.L. Achieve's Systematic ELD Curriculum with an emphasis on using forms and functions and spending a significant portion of the ELD time working on oral fluency before moving to reading and writing. In the secondary schools, students receive the equivalent of one class period of ELD instruction. The curricula are Shining Star and Focus on Grammar by Pearson-Longman. Champion of Ideas by Ballard & Tighe, English 3-D, Kate Kinsela, Houghton Mifflin Harcourt and The Edge by National Geographic, are used as a supplemental curriculum. As mentioned above for the elementary ELs, the curricula are used in conjunction with the Systematic ELD framework. The district conducts regular and ongoing review of instructional materials. In this way, we have identified gaps and purchased additional supplementary materials. In accordance with Oregon's adoption process, the district postponed the secondary ELD curriculum adoption for one year in order to pilot new materials before committing to a larger adoption. We piloted English 3-D, by Kate Kinsela, Houghton Mifflin Harcourt, at the high school and are now in the process of adding this curriculum to the middle schools and the high school. 2021-2022 is a new curriculum adoption year for ELD.

Grade Band	Instructional Material/Resources	Purpose
Elementary	National Geographic ELP Reach Higher. Systematic ELD is supplementary.	Grades K-5 ELD Curriculum
Secondary	National Geographic ELP Impact (6-8), Pathways(9-12), Timezones (Newcomers)	9-12 ELD Curriculum

	All Grade Levels	Rosetta Stone	K-12 English Development Support

51	*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.*** Review of core ELD instructional materials will take place in accordance with the ODE's specified time-frame using the ODE's required processes. In addition, supplemental materials are reviewed annually to ensure that the materials proving most effective are continued and adequate numbers of licenses, consumables and other materials are available for use.

52	*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.* Core and supplementary ELD curriculum are already purchased and are in use throughout the district. However, new materials that come on the market, such as newer versions of English 3-D and SysELD instructional units for secondary grades, will continue to be reviewed using the required curriculum evaluation process to determine if they might fill an instructional need. EPSD9 will be reviewing the need for ELD intervention curriculum during the 2018-19 school year. The 2021-2022 school year is a curriculum adoption year.

Eagle Point School District 9
Section VI

Transition from English Language Development Program

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

Question	Transition from English Language Development Program (OCR step 6)

53	*Describe the district's criteria used to determine that an EL is proficient. I**nclude any special considerations used for ELSWD students, SIFE students, Recently Arrived ELs, etc.*** English proficiency is measured by ELPA levels 1-5 in the four domains of listening, speaking, reading, and writing. Exit criteria can be used to determine that students have reached proficiency in English at a level comparable to that of their English-speaking peers, allowing them to participate without EL support in the standard academic program. These criteria are based on both ELPA scores and a body of evidence collected by teachers to demonstrate proficiency of the ELP Standards. **Standard Exit from the ELD Program**: When a student scores at the Overall Level of Proficient on ELPA (a minimum score of "4" in each domain), the student will be exited from the ELD Program. The ELD teacher will follow these steps: 1. Schedule an Exit Decision Meeting, inviting: a. The parent(s)/guardian(s) b. An ELD Specialist who knows the student c. A Content Area Teacher who knows the student d. An Administrator e. A SpEd case manager, when appropriate f. The student 2. At the Exit Decision Meeting, review the assessment data and gather the input of all team members. 3. Complete an ELD Program Exit Form, obtaining all the necessary school personnel signatures. 4. Provide the parent/guardian a copy of the Exit Decision Form and an Exit Notification Letter. Mail forms to the home address if parents/guardians are unable to attend. 5. ELD Staff will enter the Exit data into the student programs page in Synergy. 6. Place a copy of the Exit Decision Form and Exit Notification Letter in the student's ELD permanent file (purple folder). **Special Considerations:** ELSWD who do not achieve proficiency after numerous years of ELD services may be considered for exit on a case-by-case basis by a team which includes Special Education and EL Specialists familiar with an individual student's progress and abilities. Recent Arriver and SIFE students may also have special considerations. For ELSWDs, apply the information found in "Guidelines for Exiting ELSWDs" to make exit decisions. (See Appendix).

54	***Describe the district's procedure for promoting ELs who did not score Proficient on ELPA, and the procedure for those ELs that the district does not have an ELPA score. Include considerations for ELSWD, SIFE, and Recently Arrived ELs.*** ***N/A** There is no alternative exit per ODE Memorandum # 004-2018-19* **Exiting considerations for ELSWD:** For ELSWDs, apply the information found in "Guidelines for Exiting ELSWDs" to make exit decisions. (See Appendix).

55 & 56

Describe the staff responsible and their role in the exiting process.
Describe how and where the documentation of the district's exiting procedures will be maintained, ***and*** *who is responsible for maintaining the documentation.*

Exit Decision Meetings are usually held in Spring, after ELPA scores are reported. The ELD Teacher and ELD Support Staff will be responsible for adding this documentation to the student's permanent file (purple folder).

Exit/Promotion Steps	Staff Responsible	Timeframe
1. Inform content area and SpEd teachers of identified students who are currently at the Early Advanced or Advanced proficiency level, and advise them to collect language samples throughout the school year and inform them of the student's area of greatest language focus.	ELD Teacher	September (annually)
2. Administer the ELPA Summative.	ELD Teacher/ELD Staff	Spring (Annually)
3. Review ELPA Summative Results and Schedule Exit Meeting for students scoring proficient. Invite parents, students, administrators and other support staff.	ELD Teacher/ELD Staff	Within 1 week of receiving ELPA score reports
4. Complete Exit Meeting Paperwork	ELD Teacher/ELD Staff	Prior to Exit Meeting
5. Hold Exit Meeting. Review the "next" steps (Monitoring Process). Obtain signatures on Exit Documents	ELD Teacher	During Exit Meeting

57

Describe how parents are included in exiting decisions and how the district communicates with parents that their student has obtained English proficiency or not.

Every effort should be made to facilitate the attendance of the parent(s) at the Exit Decision Meeting. If, however, the parent cannot attend the meeting, then the parents' input should be gathered via phone, e-mail or other medium prior to the meeting. In addition, the result of the meeting should be shared with the parent afterward and any concerns addressed. The parents must also be informed of the Monitoring process. ELD Staff will send the Exit Decision Form home to be signed by the parent. If this is not feasible, document on the Exit Decision Form the medium of communication, including who communicated with the parent, what the parent said and when the communication took place.

		Steps to Ensure Parent Participation	Person	Timeframe	

during Exit /Promotion Process	Responsible	
1. Phone call to parents to ask about the best days and times for them to attend an exit/promotion meeting.	Bilingual Staff Member designated by Administrator	Approximately two weeks prior to the anticipated meeting date
2. If parents prefer communication in a language other than English, an interpreter is scheduled	Building Office Staff Designated by Administrator	When meeting schedule is complete
3. Invitation to exit/promotion meeting is mailed	Building Office Staff Designated by Administrator or ELD Staff	No later than one week prior to the anticipated meeting date.
4. Reminder phone call to parents about upcoming exit/promotion meeting	Bilingual Staff Member designated by Administrator	1 – 2 days prior to the scheduled meeting
5. Exit/Promotion documents are prepared in English and preferred language	ELD Teacher and Staff	Prior to the scheduled meeting
6. Parents are actively involved in the exit/promotion meeting and asked for input	ELD Teacher and Administrator	During the meeting, or prior to the meeting if the parent cannot attend
7. Parents learn about the district's monitoring process for after the student exits the ELD Program.	ELD Teacher	During the meeting or within one week after the meeting, if parent is unable to attend
8. Parents receive (at the meeting or via mail) a copy of the exit form and notification letter including a method to contact EL staff for questions.	EDL Teacher/ ELD Staff	Within one week after the meeting
9. Parents receive annual monitoring letter.	ELD Staff or Front Office Staff (as determined by Administration)	Within 30 calendar days of the start of the school year
10. Meetings with parents are scheduled during the students' monitoring years as needed.	ELD Teacher	Within 2 weeks of the request

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).*

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

Steps	Staff Responsible	Frequency	Additional Notes
1. Send a roster of Monitored students to classroom teachers, SpEd teachers, and other relevant staff members. Inform staff of progress monitoring checkpoints and collaboration opportunities.	ELD Teacher	With 2 weeks of the start of the school year	Can be sent via e-mail or hard-copy.
2. Provide all Gen Ed teachers a roster of Monitored students and the EL Monitoring Forms.	ELD Teacher and ELD Staff	At 1st term report card time	Teachers can send an electronic copy of the form and roster, or a hard-copy. If a hard-copy is sent, also send a brief email notice.
3. Classroom Teacher returns EL Monitoring Forms for all students on roster to ELD Teacher.	Classroom Teacher	Due date is one week after final grades are entered for report cards	Can be sent electronically or via hard-copy. If electronic, print a hard-copy for filing.
4. File original EL Monitoring Form in the EL cumulative folder (purple folder). Keep a copy in a working file for follow-up.	ELD Teacher	Within 2 weeks after grades are entered for report cards	
5. Follow up on students for whom there are concerns that might be related to English language proficiency. The ELD Teacher conducts a meeting to determine possible re-entry into the ELD program. Cross reference concerns with RTI/ELISS process, interventions in place and progress monitoring within intervention programs.	ELD Teacher	Follow-up assessment must be conducted with 2 weeks after the EL Monitoring Form is submitted to the ELD teacher	Procedures for Re-entry Decision Meeting are the same as those for an Exit Decision Meeting.

Secondary Students: The Monitoring process is the same for each of the 4 years of Monitoring. In addition, for high-school students, progress toward graduation is monitored annually by Guidance Counselors, Graduation Coach, Instructional Coaches, and ELD Teacher.

Steps	Staff Responsible	Frequency/ Timeframe	Additional Notes
1. Senda roster of Monitored students to classroom teachers, SpEd teachers, and other relevant staff members. Inform staff of progress monitoring checkpoints and collaboration opportunities.	ELD Teacher and Front Office Staff (per Building Administrator)	Within 2 weeks of the start of the school year	Can be sent via e-mail or hard-copy.
2. Monitor grades. Share results with ELD Teacher, Administrators, Graduation Coaches and Counselors.	Instructional Coaches and ELD Staff	Within 2 weeks after quarterly grades are finalized for 1st, 2nd and 3rd quarters	Can be reported in spreadsheet form.
3. Communicate with content area teachers as needed to determine if struggling students may need more support with academic English proficiency. If so, the ELD teacher conducts a meeting to determine possible re-entry into the ELD program.	ELD Teacher	Within 1 week after Monitored report is shared	Procedures for Re-entry Decision Meeting are the same as those for an Exit Decision Meeting.
4. Communicate with content area teachers as needed to determine if struggling students need additional support (i.e. academic, behavioral, environmental, etc.) to be successful. Facilitate implementation of those supports. Cross reference with RTI/ELISS process, interventions, ELD Support Lab or IEP team.	ELD Teacher with ELD Staff Support	Within 1 week after Monitored report is shared	

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.***

When the Monitoring process and collaboration with content teachers indicates that the student is struggling, the following process is followed.

Steps	Staff Responsible	Timeframe
1. Communicate with content area teachers of struggling students to ask if insufficient academic English proficiency may be a partial cause.	ELD Teacher, Content Teacher(s)	Within 1 week after Monitor report is shared
2. If a teacher indicates that academic English proficiency is a concern, schedule a Re-entry Decision Meeting, following the same procedures as for an Exit Decision Meeting, including the same participants.	ELD Teacher, Instructional Coaches, ELD Staff	Within 2 weeks after concern is reported
3. Collect language samples and other assessment data from content area teachers.	ELD Teacher	Prior to the Re-entry Decision Meeting
4. Use phone and mailed meeting notice to invite the parents to the meeting, using the preferred language of communication.	Bilingual Staff Member (designated by the Administrator)	No later than one week prior to the anticipated meeting date
5. Conduct Re-entry Decision Meeting, analyzing language samples and other assessment data to determine if insufficient academic English proficiency is a cause of the student's academic struggles. Record the team's decision using the EL Referral Form.	ELD Teacher	During the Re-entry Decision Meeting
6. Submit the EL Referral Form to data entry staff for data entry in Synergy.	ELD Teacher, ELD Staff	Within 1 week of the meeting
7. Mail a copy of the Program Eligibility Parent Notification Letter to the parents.	ELD Teacher, ELD Staff	Within 10 days of the meeting
8. File a copy of the EL Referral Form and Program Eligibility Parent Notification	ELD Teacher, ELD Staff	Within 3 weeks of the meeting

	Letter in the student's permanent ELD file (purple folder).		

60	*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, this is not to determine to re-enter the student in the EL program.*** Eagle Point schools follow the RTI/ELISS process with all students to identify students needing extra support, to provide additional instruction and to monitor results of interventions.

65

	Our district has established teams at the elementary level and our secondary schools. The District's RTI Instructional Model includes procedures and guidance for instruction, instructional interventions, progress monitoring, and supports for EL students whether they are currently in the ELD program or exited as Fluent English Proficient. Three times a year, school-based RTI Data teams review academic data (SBAC, ELPA, DIBELS/IDEL, STAR 360 Reading, STAR 360 math, SRI and SMI, etc.), attendance, behavior referrals, and grades in order to evaluate the effectiveness of the core programs. Data for all students, including ELs and monitored students are reviewed to determine individual student needs. This data informs curriculum planning and instructional support for monitored students. Instructional Coaches at the high school level collect student achievement data and "on track" status for all EL subgroups and report the data to the high school's graduation success team (guidance counselors, administration, instructional coaches & ELD staff). The team considers all possible additional supports and responsible staff implement new plans per the team's recommendations.
61	*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.* When a parent requests a waiver from services, the school ELD Teacher (sometimes including administration) meets with the parents to review student academic and language achievement. A parent meeting and a signed waiver form are required annually. Students in waivered status are monitored using the same procedures as EL and monitored students.

62	***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 ELD program, when the student has completed monitoring, and when the student needs additional academic support to be successful during monitoring.***

Steps to Ensure Parent Participation during Monitoring Process	***Person Responsible***	***Timeframe***
Possible Re-entry- *parents are informed 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 regarding their child's education*	*ELD Teacher*	*During the Exit Decision Meeting*
Continued Monitoring- Years 1,2,3,4- *Monitoring Parent Notification Letter is mailed annually to the home address. The letter reminds parents of their right to request a Re-entry Decision Meeting at any time and to contact the school with any concerns regarding their child's education. Parents have access to student's grades in ParentVue and parent conferences occur a minimum of twice per year.*	*ELD Teacher, Front Office Staff (per Building Administrator)*	*Within 30 calendar days of the start of the school year (each year, during all 4 Monitored years*
End of Monitoring- *Parent Notification Letter is mailed to home address. This letter informs parents that the Monitoring Process has ended and that the parents have the right to contact the school with any concerns regarding their child's education.*	*ELD Teacher, Front Office Staff (per Building Administrator)*	*Within 30 calendar days of the start of the school year, after the student's 4th year of Monitoring*

Eagle Point School District 9

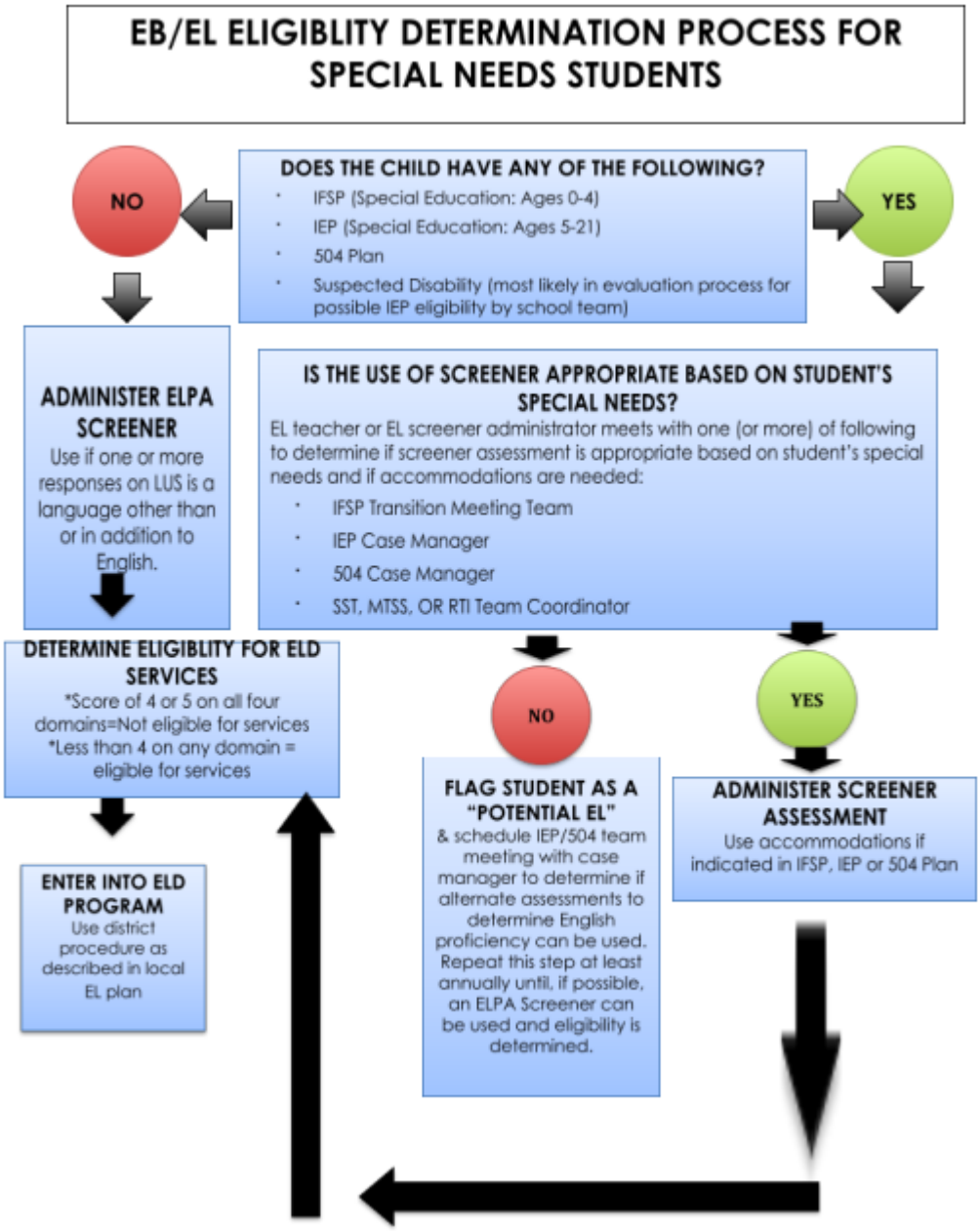
Section VII

Equal Access to Other School District Programs

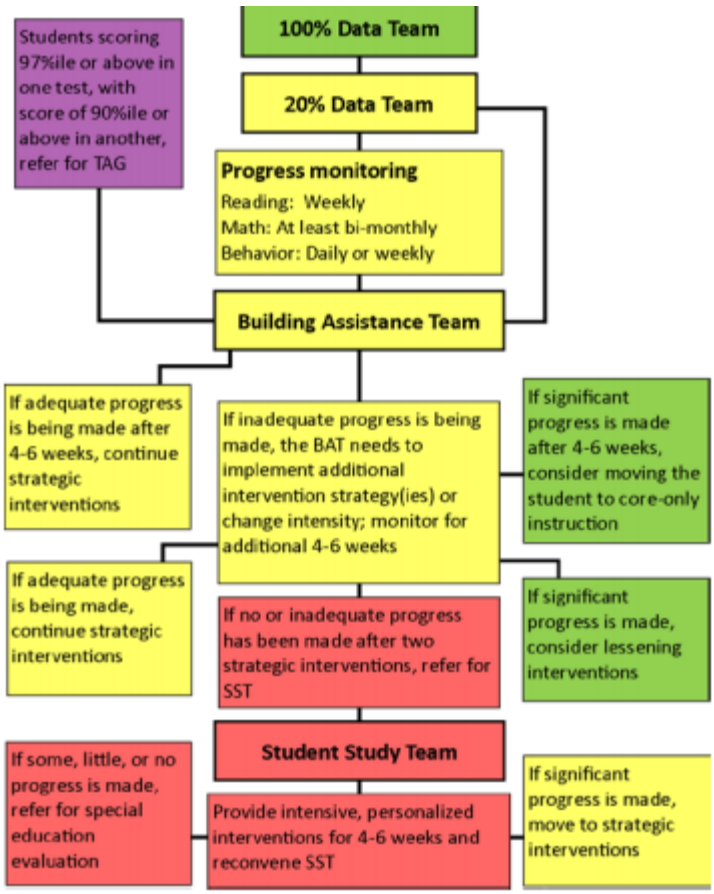
This section of an EL Plan addresses equal access for EL students to the full range of district programs, including special education, Title I, Gifted and Talented programs, and nonacademic, extracurricular activities.

Question	**Equal Access to Other School District Programs (OCR step 7)**

63	*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.*



64	*Describe how ELD teachers are included in the IEP process during **pre-referral** and **IEP team meetings** for ELSWD. See also chart in Question 69.* A Response To Intervention (RTI) process is in place in EPSD9. All buildings follow procedures to assist students who are not making adequate progress or have other special needs (such as behavioral or emotional indicators). Special education testing and identification occurs at Tier 3, although the student is monitored through all three levels in order to be referred, and possibly qualify, for special education services. Trained ESOL teachers serve on teams at each Tier of the RTI process. **Pre-referral begins at Tier 1** with a teacher or parent who has concerns about a student's progress. Identification may also be initiated by the 100% data team reviewing benchmarking data from Universal Screenings 3 times per year. The RTI /Building Assistance Team reviews all available data and identifies the level of need. Participants on the Building Assistance Team include an ESOL teacher, core instruction teachers, Instructional Coaches and specialists if needed. **Tier 2** -intensive intervention support. Parent notification is sent home in the student's primary language explaining the RTI intervention process. If the student is an English Learner, the RTI team, including an ESOL teacher, meets to review prior and/or current participation in ELD classes, and reviews historical and current ELPA scores, Woodcock-Muñoz Language Survey scores, GAP Finder scores and other language assessment results. ESOL teachers may also recommend assessment(s) in English and/or Spanish to further determine the student's proficiency in both languages. The student's intervention includes services recommended by the ESOL teacher and student progress is then monitored for 6- 8 weeks (length of intervention) with data collected weekly. A review date is set, and at that time a determination is made based on monitoring data about the success of the intervention. **Tier 3** students may be assigned to a different group intervention or individual intervention. At this stage, parent/guardian notification is made (in the child's primary language) and a review date is set. This team includes: an Administrator, an Instructional Coach (licensed staff), a Special Education teacher, an ESOL teacher who is familiar with the student's language proficiency and history, a Speech and Language Specialist (bi-lingual preferred), a Psychologist (bi-lingual preferred) and the student's classroom teacher. At the end of a 4 to 6 week intervention, and based on progress monitoring data, the efficacy of the intervention is reviewed. If the student is an English Language Learner and is struggling with reading comprehension in comparison with their EL Cohort, then an intervention designed to improve comprehension should be implemented for no more than one semester prior to referring to Special Education. If indicated, an Evaluation Planning Meeting for SpEd testing is scheduled. The School Psychologist, Special Education and ESOL teachers determine what measures to use to assess the student, and after receiving parent concurrence, assessments are administered. **Qualification for SpEd** may take place after careful consideration of all test results. The IEP team will determine eligibility for Special Education and, if placement is warranted, an Individual Education Plan will be developed. An ESOL trained teacher who is knowledgeable about the student participates as an IEP team member. This IEP will include a determination of how ELD services will be administered and any accommodations recommended for standardized testing.



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

Once ELs are identified with a disability the IEP team will include:

- ELD teacher most knowledgeable about the student's language proficiency
- Dual language teacher if appropriate
- SpEd teacher
- Bi-lingual Psychologist when appropriate
- Bi-lingual SLP when appropriate

Some EL students, due to cognitive, physical or social-emotional needs, require an ELD 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 (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 IEP team (including parents) collaborate to determine the most appropriate ELD instructional program for that student, ensuring that both SpEd and ELD services are provided.

66	*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 bilingual meeting participants will not serve as the interpreter so that they will be able to focus on their appropriate IEP team member role without interfering with the objective nature of professional interpretation (i.e. non advocacy). 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. Parent Rights are also available online, in English and Spanish.
67	*Describe the district's procedures for identifying ELs as Talented and Gifted. Include the steps, assessments, timeline, and person(s) responsible.* Identification Process for EL potential TAG: Eagle Point School District 9 identifies students in the categories of academic talents and intellectual gifts. Those identified as Academically Talented have shown specific ability in either reading or math. Intellectually Gifted students have demonstrated unusual capacities in mental reasoning. In identifying ELs for TAG identification, educators need to be especially sensitive to cultural bias in testing instruments and in the TAG nomination processes for students who are essentially caught between two languages. (Belin-Blank, pgs 16–17) When an EL student is referred for TAG, his/her primary language may be taken into consideration and his/her assessment scores may be compared to others with similar language and acculturation experiences. *No single test score, measure, or piece of evidence shall be the sole criteria for identification or prevent students from being identified.* The following criteria shall constitute the minimum required to identify a student for TAG services: 1. All 2nd graders in the district are screened in the Spring ● The Top 15% of each school is then screened with a more indepth CogAT. ● If students score at 90% or better, request body of evidence from the classroom teacher(s) and ELD teacher if applicable. ○ Any student scoring 90% or higher on the full battery can qualify for TAG based on the body of evidence ○ The body of evidence can include, but may not be limited to: classwork, classroom assessments, teacher observations/anecdotal notes, writing samples, State test scores, benchmark data scores, etc. 2. School Responsibility for students other than 2nd Grade - September review school data to identify TAG students ● 100% Data Meeting will include the ELD teacher if applicable ● Identify students displaying characteristics of giftedness. ● Honor TAG identification from other states and schools. ● Review student work or observations to create a body of evidence to support TAG identification. Building TAG Coordinator creates a red TAG folder. ● With parental consent, administer CogAt full battery

	● School's BAT and ELD teacher determines student eligibility in the areas of identification: Reading, Math, Intellectual, etc. ● School's BAT Team requests SST meeting. ○ SST Meeting including parents and ELD teacher as part of the team. ○ For secondary students, Invite teachers directly related to areas of identification (math, ELA, etc.) 3. For English Learners, standardized test scores in the CoGat non-verbal intelligence test will be given in the student's native language or English depending on the individualized need, which when considered together, would place the student in the 90 %tile or above of EL or bilingual students. 4. For other non-typical nominees, such as students from ethnic minorities, students with disabilities, and students who are culturally diverse or economically disadvantaged, additional evidence, such as a student self-assessment or parent survey will be considered in combination with other criteria. 5. Communication & Creation of a Plan Parents and the student's teacher(s) will be notified of the identification decision in a language they prefer. Parents have the right to appeal the decision if they disagree, and should contact the principal. The classroom teacher, ELD specialist, special educator, TAG building coordinator, if needed the district TAG Coordinator, parent, and student attend a PEP (Personalized Education Plan) or FLEX (Flexibility plan) meeting to give input. Services for the TAG student are provided in the classroom by the classroom teacher, TAG Coordinator, ELD specialist and SpEd teacher when appropriate. Timeline: Once a student's permission for TAG testing is received, additional testing will occur within 6 weeks. The team will meet with the parent for TAG identification. A PEP plan needs to be written with all stakeholders.

Step 1: Referral/Screening
Classroom teachers or parents may nominate a student to the school's Building Assistance Team (BAT) which coordinates with the school's TAG coordinator. Students and parents may also make self-nominations. All students in grades K through 12 will have their test scores screened by the 100% Data Teams/BAT teams at each school, who will inform the building TAG coordinators and/or Principals of potential TAG candidates.

Step 2: Data Review
When a student has been nominated, the Building Assistance Team/ TAG coordinator collects and reviews applicable data. In addition to the standardized test scores this data must include a body of evidence such as work samples, class performance, teacher and parent observation screeners such as Kingore Observation Inventory (KOI) (K-8), Behavioral Checklist (Grades 1-2),Purdue Academic Rating Scales (Grades 7-12), or similar observation tools.

The Building Assistance Team/ TAG coordinator then determines whether the student: meets criteria for identification, may meet criteria, but more information is needed, or does not meet criteria.

Step 3: Communication & Creation of a Plan
Parents and the student's teacher(s) will be notified of the identification decision in a language they prefer. Parents have the right to appeal the decision if they disagree, and should contact the principal.
The classroom teacher, ELD specialist, special educator, TAG building coordinator, if needed the district TAG Coordinator, parent, and student attend a PEP (Personalized Education Plan) or FLEX (Flexibility plan) meeting to give input. Services for the TAG student are provided in the classroom by the classroom teacher, TAG Coordinator, ELD specialist and SpEd teacher when appropriate. Timeline: Once a student's permission for TAG testing is received, additional testing will occur within 6 weeks. The team will meet with the parent for TAG identification. A PEP plan needs to be written with all stakeholders.

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 district programs are open to EL students. ELs have access to the core content program. ELs are not segregated for instruction apart from non-ELs. Students learn together in heterogeneous groups. Teachers use sheltered English instruction strategies so that ELs can benefit from core content instruction and reach the same rigorous grade level standards as their non-EL peers. Communication between the school and home must be made in the language which the parent/guardian has indicated on the student registration form. In the Eagle Point School District, this most often is in English and Spanish. The District encourages all students to participate in extracurricular activities. The middle schools and high school offer such activities as athletics, clubs, CTE courses, AP courses, extracurricular activities and academic activities which are available to all students. Communication is disseminated through the schools to the students via iPad notifications onto their individual iPads issued by the district for the year. Parents are notified via the district WELsite, Class Dojo, communication apps and notices pushed out to student iPads, District and School FacELook pages, Twitter, newsletters, flyers, and in person at parent meetings. Bilingual paraprofessionals (some formally trained in interpreting) serve as interpreters in the schools and written documents are sent out to schooltranslations.com for professional translation. Interpreters and speakers are trained on best practices for language services. Additional outside interpreters are contracted for peak need times such as parent-teacher conference days.

EL Sub Group	Goal / Person(s) Responsible
Elementary ELs	Pull-out EL schedules are created to not interfere with access to other general education content and programs. An annual audit of elementary EL schedules is performed by the EL Coordinator or Title III Director each September.
Secondary ELs	Creation of schedules are audited by EL Coordinator, in partnership with the Guidance Counselors, to ensure access to appropriate core content, prioritized interventions and at least one elective per year. ELs are included in the district-wide career and college readiness program, which connects high-school students to CTE and other specialized programs. ELs are included in advanced level courses and college credit-by-proficiency programs that apply. A long-term planning approach is taken to ensure that graduation requirements will be met and that ELs have the opportunity to earn as much college credit as possible and to meet all college entrance requirements prior to graduation. The high school ESOL teacher facilitates this process, in collaboration with guidance counselors and Graduation Coaches.
SIFE	Creation of class schedules is handled on a case-by-case basis to balance the student's academic, linguistic and social-emotional needs. Recent Arriver secondary SIFE's core content will be determined using the "EL Intake and Scheduling Process" document for Newcomers (Appendix A).

Elementary ELSWD	EL schedules are coordinated with SpEd service schedules per the student's IEP, with

	every effort made not to interfere with core content and special program access. The student's interests are taken into account if a special program must be substituted with ELD instruction or SpEd services.
Secondary ELSWD	The Coordinated Service Plan document, or similar process, is used to collaboratively create a schedule that includes all required services, core content, at least one elective and any prioritized interventions. A long-term planning approach is taken to ensure that graduation requirements will be met and that the student receives a well-rounded education.
Elementary Recent Arrivers	Bilingual classified staff use both push-in and pull-out models to provide additional support for Newcomers to access core content and special programs
Secondary Recent Arrivers	Recent Arrivers' core content will be determined using the "EL Intake and Scheduling Process" document for Newcomers (Appendix A). Bilingual classified staff use both push-in and pull-out models to provide additional support for Newcomers to access core content and special programs.

Describe the district's procedures for identifying ELs who also qualify for support from Title I-A (targeted assisted programs).

Eagle Point's Title I-A schools are identified as School Wide Programs. Our Response to Intervention (RTI) model for all students is described in the chart below.

Meeting	Occurrence	Data	Required Team Members	Purpose of Meeting Structure
100% Data Team-For every student	3 times per year	Universal Screeners: SBAC, STAR 360 Math & Reading, SRI, SMI, attendance	Principal, instructional coach(es), grade level/content area teachers, ESOL teacher	Assess strengths & needs of core program systems (including content, curricula, schoolwide teaching strategies, supports, schedules, etc.
20% Data Team-lowest achieving 20% of student body	3 times per year	Universal Screeners: SBAC, STAR 360 Math & Reading, SRI, SMI, attendance	Principal, instructional coach(es), school psychologist, disciplinarian (secondary), building 504 coordinator, ESOL teacher, PBIS rep, grade level/content area PLC reps	Assess strengths & needs of intervention systems, determine if appropriate students are receiving necessary interventions
PBIS Committee	Monthly	SWIS data and attendance	PBIS Committee	Use TIPS process to determine school-wide needs and supports, expectations lessons, re-teaching and reinforcement

BAT (Building Assistance Team)	Monthly	**Progress monitoring data** (including attendance, academic and behavioral)	BAT Team including ESOL teacher and Bi-lingual Psychologist for EL students	Progress monitoring data for all students receiving interventions should be reviewed every 4-6 weeks; BAT may move students in/out or change interventions; teachers may refer students to BAT consideration; also includes referrals for TAG students
SST (Student Study Team)	As needed	Student-specific date (attendance, academic, behavioral--screening, progress monitoring, current grades, etc.)	Parent/guardian of student, student, instructional coach, administrator, student's teacher(s), building TAG coordinator (if needed), disciplinarian (if needed), ESOL teacher, and Bi-lingual psychologist (if needed)	Student-centered plans are created at the SST; examples include: intensive interventions specifically designed with individualized supports and data collection, attendance contracts, or FBAs, 504 referrals if intensive interventions have already been tried (and documented) without success, the SST may reconvene (4-6) weeks to refer for special education evaluation.
IEP (Individualized Education Plan)	At least every 365 days for each student	IEP data, student-specific data **Students receiving special education services**	Special education teacher, parent, student, general education teacher(s) administrator, ESOL teacher & Bi-lingual psychologist (if EL student)	Review IEP, student progress, specially designed instruction (SDI), supports and placement
504 Meeting	Yearly	Student specific data **Students on 504 plans**	504 building coordinator, parent, teacher(s), ESOL teacher (if EL student)	Review student progress, 504 plan and accommodations
PEP (Personal Education Plan)	Yearly	Student-specific data **TAG (Talented & Gifted) students**	Building TAG coordinator, parent, student, teacher(s), ESOL teacher (if EL student)	Review student progress and PEP

70	***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 students, including ELs, work with their Guidance Counselor to develop, monitor and adjust a graduation plan, beginning during the spring prior to 9th grade, when freshmen forecasting begins. In addition, the ELD Teacher and the Graduation Coach at Eagle Point High School work with current ELs to communicate in more depth with students, parents, guidance counselors and teachers regarding the student's progress toward graduation. For SIFE and Recent Arrivers, an individualized graduation plan is created, based on the student's individual educational history and academic skills.

	Transcripts from previous schools, including those from other countries, are analyzed and evaluated to determine what, if any, graduation requirements have been met. Credit for these requirements is added to the student's transcript by the Guidance Counselor and Registrar. Although every effort is made to create and implement a plan that will result in a 4-year graduation, a 5-year graduation plan is presented as an option for those students for whom a 4- year graduation is not feasible or in the best interest of the child. The Guidance Counselor and ELD Success Specialist discuss the options and plans for graduation with the student and parents to get their input. In the event that even a 5-year graduation plan is not feasible or in the best interest of the student, a long-term graduation plan can be put in place which allows the student to attend school continuously until the end of the school year in which the student reaches age 21 or graduates, whichever comes first. If a current EL requests to participate in a GED preparation program instead of pursuing a diploma, the student is encouraged to continue participating in an ELD course while also pursuing the GED. In this way, no matter what path to high-school completion the student follows, every effort is made to help the student continue to develop more English language proficiency. In accordance with Special Education 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 Oregon Diploma, a Modified Oregon Diploma or a Certificate of Completion. Every effort is made to move the student toward a Standard Oregon Diploma using SEI strategies and other supports and accommodations to allow the student to meet graduation requirements. See also, "Guidelines for Creating Student Schedules" in Appendix.

Eagle Point School District 9
Section VIII

Parent and Community Involvement

This section is dedicated to the requirements of parent notification letters, interactions with private schools, and interactions with community members.

Question	Parent and Community Involvement
71	*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 Letters	*Person Responsible*	*Timeline for Each Step*
Program Eligibility Parent Notification Letter, an Initially Fluent Parent Notification Letter or an Annual Program Parent Notification Letter is printed in English and in the parents' preferred language.	*ELD Teacher/Staff and Front Office Staff as determined by building administrator*	*At beginning of school year: with 30 calendar days of the start of the school year: within 14 days of the student's enrollment date.*
One copy of the appropriate parent notification letter is mailed to the parents' home address. One copy is retained by a designated person at the student's school to be filed in the student's EL permanent file (purple folder).	*ELD Teacher and ELD Staff*	*At beginning of school year: with 30 calendar days of the start of the school year: within 14 days of the student's enrollment date.*
Document completion of Parent Notifications on EL Required Documents Checklist in EL permanent file (purple folder).	*ELD Teacher and ELD Staff*	*Immediately upon mailing and sending notification letters.*

72	*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.*** Due to the large number of Spanish-speaking families in the district, newsletters, invitations, program brochures, permission slips, Board Policies and community event notices are all translated into Spanish. On the district's wELsite, a drop-down menu allows visitors to translate the wELsite into 103 languages. 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 English, a translation service is used. When appropriate, a phone call from a bilingual staff member or interpretation service may be used in lieu of a written translation if doing so will allow the student and family to receive communication in a timelier, more effective manner. Communications via district social media accounts, such as facebook, can be translated by parents in their personal settings.

73	*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, fund raising, 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 parents to be able to participate in their student's education?* School activities, reminders and announcements are located on the District's wELsite and FacELook pages which parents can access in any language. Parents can choose the language they prefer for all of our online registration forms, including enrolling for school. School and District handbooks are translated into Spanish annually and available on the district's wELsite. Grade books, report cards, progress reports and teacher messages are available in any language via the district's Synergy system Parent Vue. Phone calls home from our Robo-Call system are available in Spanish (based on parent preference). The Special Education student information system (Synergy SE) has translated IEP assessment reports, descriptions of assessments, IEP goals and eligibilities into several languages. This enables Special Education case managers to print major portions of IEP's in a language preferred by parents. Additional IEP pages are translated upon the case-manager's request and an interpreter will be scheduled for all IEP meetings per the parent's needs. Office Staff receive annual notification/reminder of the district's translation procedure at InfoLinks meetings. The Office Staff acts as the liaison between building staff and the District translation process. Any building staff in need of a translation submits their document in an editable format to the designated Office Staff person in each building. When the document is only being updated, the staff member submits the prior translated version with changes either highlighted or in red text. The Office Manager will determine if a translation is already available within the building and will forward it to the translation service for translation if it is not already available. Typical turnaround time is 1-2 days, however, it is recommended that translations be submitted at least a week in advance (earlier for IEP's and longer documents). For oral interpretation, a roster of trained interpreters is provided to Office Staff designated to arrange for interpreters. During contracted hours, a building may utilize a qualified Classified staff member to interpret. If an interpreter is needed during non-contract hours, or a qualified interpreter is not available at the building, the Office Staff arranges for an interpreter from another building. This designated Office Staff member will staff the position from the district's roster. If an interpreter is needed immediately and none is available at the building due to lack of staffing, the Office Staff member will call the district office for support in locating an interpreter from another location or from the Southern Oregon ESD, or assist with interpreter technology as a last resort.

74 & 75

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

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.

Consultation with Private Schools and Charter Schools around Title III and Recent Arrivers: PRIVATE SCHOOLS: We currently have two private schools within the district's boundaries that we hold consultations with each winter and spring. Neither of the private schools has requested Title III funds and participation. The district annually offers program support and staff professional development opportunities regarding teaching and meeting the needs of our English Language Learners, including Recent Arrivers and Students with Interrupted Formal Education. CHARTER SCHOOLS: We currently have one charter school. The Federal Programs team makes an annual visit and update review for all of the federal programs including Title III, and annual state testing requirements to review and add yearly updates. The charter contract states that each charter school will follow the Oregon State EL Plan Guidelines and the District's Title III Local Plan.

Procedure	Timeline	Person Responsible
1. Eagle Point School District consults with private schools in FEL/March of each school year to determine equitable access/participation in Title 1A, Title IIA, Title III, and Special Education	March 15th (by each school year)	Jodi Salinas Federal Programs Coordinator and Joni Parsons Director of Teaching, Learning and Special Education
2. Charter School Board Approval	Charter Timeline	District Business Manager
3. Annual Charter School meetings to review the Title III plan	Fall of each school year	Federal Programs Team

76

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

The Eagle Point District is committed to share the current and past information found within the Oregon Department of Education's EL Legislative Report with all stakeholders: parents, school board members, community members, and staff. Once the report is public, the Director of Federal Programs presents the data at the different stakeholder meetings answering any questions that may arise during the discussion. The EL Legislative Report can be found on our district wELsite as well as in all school front offices. The HB3499 Committee, including parents and leadership representatives from across the district has reviewed the data in detail and set improvement SMART Goals specific to improving outcomes for EL students.

77	***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.*** The Eagle Point School District holds EL Parent Nights each semester, designated specifically for EL Parents. These meetings offer a voice regarding district decision-making and initiative reviews that gather parent input. Interpreters either provide support for English speakers or for Spanish speakers depending on the site. We have parents who attend from both Title and non-Title schools.

Eagle Point School District 9
Section IX

Program Implementation Evaluation

Question	Program Implementation Evaluation

78 *Describe the district's program evaluation process of the implementation of the 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 has 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.*

In June of 2018, a comprehensive program evaluation was conducted in all areas of the plan. The EL Coordinator (TOSA) and EL Supervisor led the program evaluation process. Many of the same people who were involved in the writing of the 2017-2018 EL Plan were also asked to provide input and feedback during the ongoing and annual evaluation process.
The ELD staff continuously evaluates the program through both formal and informal means.
Some of these ongoing processes are:

- Quarterly review of students' academic performance
- School staff data input and tracking, follow-up with teachers as needed
- Requests by federal programs office for ELD staff to provide required documents
- New or revised procedures shared at monthly K-12 ELD Department Meetings
- Instructional Support provided during elementary and secondary monthly ELD PLCs
- One-on-one meetings with teachers as needed or requested
- Collaboration with other departments: RTI specialists, Special Education, Talented and Gifted, Migrant Education, Math, Reading, and Intervention Instructional Coaches
- School ELD parent meetings
- Collaboration by ESOL teachers with content area teachers at all schools

Annual Evaluations:

- Student EL Permanent File Reviews (purple folders)
- Evaluation of the implementation of exit/promotion procedures
- Compare ELD class schedules against grade-level schedules to ensure students are present during core instruction and have access to enrichment opportunities
- K-12 SEI Focus Walks
- ELD classroom observations

In summary:
District EL Team members:

- 7 ELD teachers
- 1 District EL Program Coordinator
- 1 Administrator

Steps to review the program:

- 8 Monthly EL PLC meetings
- 3 Quarterly half-day EL Meetings
- 1 full-day spring EL Program Evaluation Work Session
- Ongoing email and 1:1 meetings

During our evaluation, we reviewed evidence of implementation and timeliness of tasks for the following procedures:
Teacher-initiated procedures:

- Review of Language Use Survey
- Administration of WMLS screenings
- Submission of ELD referrals
- Renewing ELD waivers
- Filing of Initial Eligibility and Continuing Placement letters
- Filing annual ELPA assessment results
- Initial EL student lists by group at the beginning of the school year

- Requests for instructional materials needing replacement
- Conducting exit/promotion procedures
- Mailing and filing of Exit Letters
- Quarterly academic monitoring of ELs (active & monitored)

School-Initiated documents:

- Evidence of school-wide and district-wide events
- ELD teaching schedules
- ELD assistants' schedules
- Secondary EL students' schedules
- Inventory of ELD curriculum
- Initial identification-placement-notifications timelines
- Scoring of WMLS and Notification of Results
- Creation and mailing of Initial Eligibility and Continuing Placement letters
- Recording EL Data entry into the student information system

District Office-initiated procedures:

- Monthly comparison of EL History Report against our student information system
- Audit of ELD schedules at all levels
- Ordering Instructional Materials and Supplemental Resources
- Staffing requests and hiring
- Translations and Interpretation Services

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.

After reviewing the implementation or district procedures and timelines, we can report that our protocols are clear and effective. However, implementation at some schools needs to be improved. For example: when there is a change in ELD staffing from one year to the next, we will now be careful to cross-train ELD staff (and non-ELD staff as well). This will ensure that EL records are complete when additional staff secures the documents listed in Executive Numbered memorandum 005-2017-18 in the permanent EL files.

The district assigned the ELD Coordinator to help create and monitor the EL permanent files (purple folders) and to upload into the electronic files. All ELD teachers were given a time frame by when all ELD documents they had in their rooms had to be reviewed by the ELD Coordinator and uploaded the permanent files. Then, our ELD Coordinator was able to see which documents were present or missing. There is a tracking document in each folder. It lists each document that should be present. The ELD Coordinator initialed next to the listed items to record which documents were present in the file. She then made a copy of the tracking document for follow-up.

	All of the documents were scanned into the Student Information System, Synergy, and we were able to reprint some missing documents such as copies of the WMLS-R reports, ELPA reports, and parent notification letters (initial and continuing) from the scanned files. These documents were then brought to the school, filed in the EL (purple) folder and initialed. Though some documents may remain missing, we have made it an expectation that anything that is produced from the current school year and beyond must be present in the file. Starting next year, random files will be audited for accuracy and completeness at all schools three times a year. The review of the EL (purple) files is a new practice for new staff, so teachers will need feedback and support to sustain this effort. Comparing the EL History report from ODE against our local data will be a critical improvement for 22-23 and beyond. We will be able to identify and serve students who were Active ELs in a previous district but because the LUS listed only English, they would have been missed in our identification process. We will be able to monitor students who had previously been exited elsewhere and now are attending our schools by checking the EL History report regularly. Another emphasis has been on correct placement for dedicated ELD instruction. Every effort is made so that students are enrolled in ELD classes at the appropriate level of English proficiency. At the secondary level, the students' schedules are also monitored for full access to core content and electives.

	The staff in our district have become more knowledgeable in providing information in the preferred language of communication as evidenced by the increased number of interpreting requests for school events and meetings as well as a much higher number of documents, newsletters, flyers, signs, etc. being translated. We will continue to evaluate our practices to refine them for the benefit of our students.
79 & 80 & 81	*Include the evaluation of the district's identification, assessment and placement process.* ***Did the district meet the timelines for each step of the district's identification process?*** *Include the evaluation of the student initial identification assessment process.* ***Did the district administer the identification screener timely?*** To evaluate implementation of the district's identification process the following is completed: random samples of newly enrolled home language survey forms from each school are reviewed in Synergy. 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 and the dates of each step are analyzed. Our review indicated that several students (less than 5) were not initially screened within the timeline when moving into our district from another district due to discrepancies in the LUS responses. See the chart below for identified concerns and corrective actions. Student Name: ([redacted]) School: **Table Rock Elementary** Homeroom: Teacher: Age: **10 yrs 4 mths** Advisor: Demographics Parent/Guardian Other Info Emergency Enrollment Enrollment History Classes Documents Student Contact Log Nc Schedule FTE Misc Language Use Survey Last Name [redacted] First Name [redacted] Middle Name [redacted] Suffix Perm ID [redacted] Grade 04 Gender Male Language Use Survey Language Use Survey The purpose of this survey is to determine if your child's current language exposure and use might make your child eligible to receive support in academic English instruction. Student Name: [redacted] Grade Level: 04 School: Table Rock Elementary Date of Birth: 12/21/2007 1. What language(s) does your child hear or use regularly in your household (i.e. spoken, media, music, literature, etc.)? Language to Home Written Spanish Language Spoken in Home Spanish Use ASL: 2. Describe the language(s) your child understands. 3. What language(s) do adults most frequently use when speaking/conversing to your child? Parent/Guardian: Spanish Parent/Guardian: Spanish Other Adults in the Home: Spanish Child-care Providers: Spanish What language(s) does your child CURRENTLY speak/express most frequently outside of school? Spanish 5. Does your child frequently participate in cultural activities that are in a language other than English? Please list the activity and how often your child participates in the activity

5. Does your child frequently participate in cultural activities that are in a language other than English?

Please list the activity and how often your child participates in the activity

Activity

how often your child participates in the activity

Is there anything else you think the school should know about your child's language use (e.g., what language did your child speak/express from ages 0-4; did your child have speech classes; did your child attend a bilingual pre-school, etc.)?

Previous ESL / ELL Instruction Previous ESL / ELL Instruction Type

To ensure that all students identified with language needs are placed with the appropriate ELD program services, two evaluation processes are followed: at the elementary level, two weeks after ELD instruction has begun in the fall, ELD teachers send EL instructional group lists, with proficiency levels indicated, to the district EL Coordinator to be audited. At the secondary level, the district EL Coordinator audits the schedules and ELD course level placements for all secondary ELs two weeks after the beginning of the school year. At all grade levels, English proficiency assessment data, such as WMLS and ELPA scores are used to inform decisions about correct placement. Additionally, the district ELD Coordinator receives a notification from Synergy to approve every new student who enrolls in the district. This allows for an additional review and check for any potential EL who may have been missed.

All ELD staff have been trained to administer the ELPA Screener.

Concern	***Corrective Action***	***Responsible Staff***	***Timeline***	***Section of the Plan Needing Revision***
2020-21: Several ELD teachers reported that they were not alerted to the language use survey information from the responsible secretary - therefore some students were either not screened in a timely manner or were never screened.	o New Info-links training for secretaries. o The EL Coordinator and technology trainer attend the secretary's monthly training session "Info-Links" to review the steps and answer questions. o ELD staff trained in reviewing the online LUS for discrepancies.	Federal Programs Supervisor or EL Coordinator, School Secretaries, ELD teachers	Fall 2021	Section 3: Identification of Potential English Learners
Some students who were new to the district with an LUS listing English only, and who had been receiving ELD instruction in their previous district, were not screened because staff was not aware of the previous EL identification.	o Every two weeks, the information in our student information system will be compared to the data in the latest ELL history report from ODE. o Each ELD teacher will receive a list of students to follow-up. o Coordinator reviews demographics for all new students in the district	EL Coordinator and ELD Teachers	Fall 2021	Section 3: Identification of Potential English Learners
Most staff will be new to the administration and scoring of the ELPA screener in the 2020-21 school year.	o Schedule time for ELD Coordinator to participate in the ELPA screener state testing security training early in the school year or in June 2022. o EL Coordinator will review all the state provided training materials and create any	ELD Coordinator, ELD Teachers, District Test Coordinator	Fall 2021 and June 2022	Section 3: Identification of Potential English Learners

	additional supports our staff will need to be able to successfully administer the ELPA screener(language representative of each proficiency level, reminder lists, etc.) o The Federal Program supervisor will secure funding for substitute teachers for ELPA screener training o Set up a 4-part training session. Part One - security training, Part Two - will be taking the ELPA screener practice test as a student for the grade level they teach, Part Three - focused on best practices for administering the assessment, Part Four- practice administering and scoring the assessment to each other, roleplaying for different proficiency levels. o An experienced ELD teacher will team with each ELPA screener administrator when administering the first ELPA screener to students.			
Placement of high school age SIFE and RA newcomers with only an early elementary education.	High school guidance counselors and EL teachers will review SIFE and RA student needs and determine new decision rules for newcomers (created in the 2017-18 school year in response to this concern)	EL Coordinator, high school ELD staff and Guidance Counselors, Administrator	Fall 2021	Section 3: Identification of Potential English Learners
Identifying ELs during hybrid learning. Concerns related to “missing students” and over-identification using LUS for identification.	All ELD teachers will be trained (or retrained) in the fall to administer the ELPA Screener (following all COVID safety practices). All EL class lists will be reviewed (with a focus on those who were identified remotely and may not have yet been screened.	EL Coordinator, ELD staff (all sites)	Fall 2021	Section 3: Identification of Potential English Learners

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

Due to COVID restrictions during the 2019-20 and 2020-21 school years, the district was unable to screen students in person for much of the time. Students were identified and offered ELD services based on responses to the LUS. The date the LUS was completed by the parent/guardian was the date used for initial identification. This was documented in the Synergy EL Programs page in the assessments tab under "remote identification". As EL students had returned to school (in person), they took either the ELPA Screener or the ELPA Summative. Parents were notified by mail of the results.
The district reviewed reports to compare student enrollment history to initial identification documentation dates to evaluate the student initial identification assessment process and timeliness. The review found almost full compliance with this timeline (see above for noted concerns and corrections).

Recorded assessment dates for the ELPA screener are verified in the Synergy Assessment tab on the EL Programs page. These reports identify specific dates and procedural documentation of the identification process. The review indicated very few discrepancies in meeting the required timeline (see above chart for concerns).

Below are examples of these reports or screenshots used to evaluate the process of identification and timeliness of the screener :

Enrollment History:

Student Name: [redacted], School: **Table Rock Elementary** Homeroom: **12-Room 12-TRL4** Teacher: **Schroeder, N.** Age: **8 yrs 5 mths** Advisor:

Demographics | Parent/Guardian | Other Info | Emergency | Enrollment | Enrollment History | Classes | Documents | Student Contact Log | Notes | Schedule FTE | Misc | Language Use Survey

Last Name [redacted] First Name [redacted] Middle Name [redacted] Suffix Perm ID [redacted] Grade 02 Gender Female

Enrollment History

Line	School Year	School	Enter Date	Enter Code	Leave Date	Leave Code	Grade	ADA/ADM	Track	Summer Withdrawal Code	Summer Withdrawal Date
1	2015-2016	Table Rock Elementary	09/08/2015	10			00				
2	2016-2017	Table Rock Elementary	09/06/2016	10			01				
3	2017-2018	Table Rock Elementary	09/05/2017	C1			02				
4	2018-2019	Table Rock Elementary	09/04/2018	C1			03				

Language Use Survey data recorded:

Menu | Save | Undo | Add | Delete

Student Name: [redacted], School: **Table Rock Elementary** Homeroom: **12-Room 12-TRL4** Teacher: **Schroeder, N.** Age: **8 yrs 5 mths** Advisor:

Demographics | Parent/Guardian | Other Info | Emergency | Enrollment | Enrollment History | Classes | Documents | Student Contact Log | Notes | Schedule FTE | Misc | Language Use Survey

Last Name [redacted] First Name [redacted] Middle Name [redacted] Suffix Perm ID [redacted] Grade 02 Gender Female

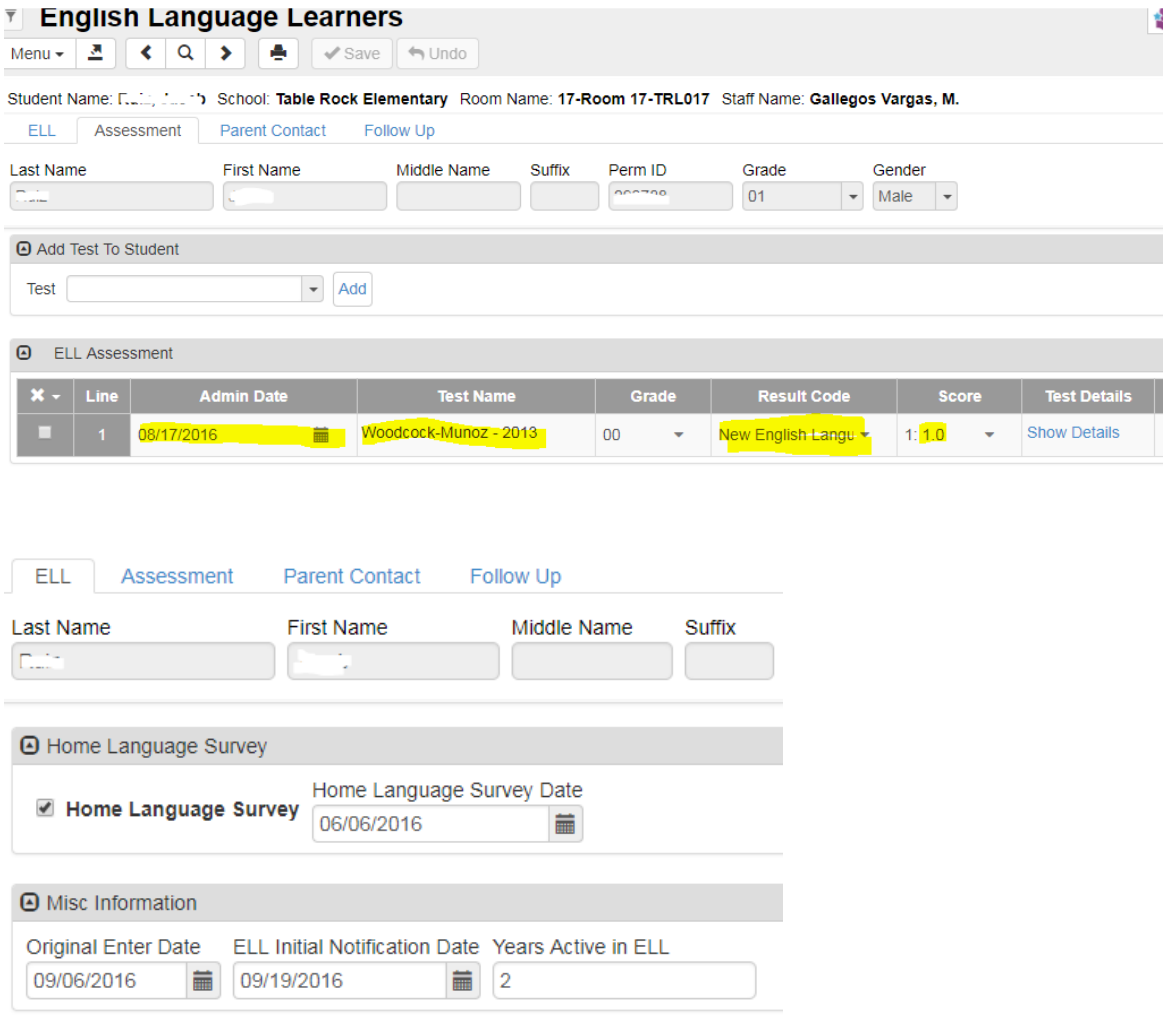
Student Information

Language First Learn: Spanish | Language Spoken in Home: English | Language to Home Written: English | Language to Home Verbal: English | Interpreter Needed | Nick Name

Last Name Goes By

AKA Last Name | AKA First Name | AKA Middle Name | AKA Suffix

ELPA Screener test administration and initial placement letter sent to parents.



81 *Include the evaluation of placement in ELD program services to all students with identified language needs.*

The evaluation of placement in ELD program services is conducted by looking for evidence of documentation and procedural compliance using a sampling of random students across all grade level bands in the district, including sub-groups of students. Twice a year, elementary ELD teachers collaborate and review student data (specifically end of unit assessments and other formative/summative assessments) and evaluate student placement. Students are reassigned to another ELD Pull-out group as appropriate.

Evidence of placement occurring within the recommended time frames is documented in the student information database, Synergy, through specific reporting tools (Report #PGM403). These reports identified the exact timeline from registration at the start of the school year to identification and placement. There were less than 5 student records found to have not met the timeline (see concerns and corrections in above chart).

Evidence of parent notification letters sent home is documented in the Parent Contact tab of the

student information database, Synergy, and in the student's EL CUM file (purple folders). A review of EL CUM folders and the required documents checklist showed that nearly all parent notifications were sent within the timeframe.

LEP start date and program models recorded in Synergy:

Student Name: School: **Table Rock Elementary** Room Name: **B01 - TREU B1** Staff Name: **LaMothe, A.**

ELL | Assessment | Parent Contact | Follow Up

Last Name	First Name	Middle Name	Suffix	Perm ID	Grade	Gender
				290854	03	Male

		Date	Program	Exit Date
	3	09/15/2014	ELD Pull-out	
	4	09/08/2014	ELL Sheltered Instruction	

Languages

Language Spoken in Home	Language First Learn	Language to Home Written	Language to Home Verbal	Language By Adult Home	Interpreter Neede
Spanish	Spanish	Spanish	English	Spanish	☐

Additional Information

US LEP Start Date	LEP Exit Date		Re-Enter Date	Prior Exit Date
09/08/2014		Transfer		

EL CUM File Required Documents Checklist Review:

Required English Learner Program Documents Checklist

Student Name: _____ DOB: _____ School ID: _____

☑	Active EL	Initials
	Initial Language Use Survey	
	Initial Identification Screener Results	
	EL Referral Form	
	Initial EL Program Eligibility and Placement Letter	
	Annual EL Placement Parent Notification Letter or EL Parent Waiver SY:_____	
	Annual State English Language Proficiency Assessment Results SY: _____	
	Annual EL Placement Parent Notification Letter or EL Parent Waiver SY:_____	
	Annual State English Language Proficiency Assessment Results SY: _____	
	Annual EL Placement Parent Notification Letter or EL Parent Waiver SY:_____	
	Annual State English Language Proficiency Assessment Results SY: _____	
	Annual EL Placement Parent Notification Letter or EL Parent Waiver SY:_____	
	Annual State English Language Proficiency Assessment Results SY: _____	
	Annual EL Placement Parent Notification Letter or EL Parent Waiver SY:_____	
	Annual State English Language Proficiency Assessment Results SY: _____	
	Annual EL Placement Parent Notification Letter or EL Parent Waiver SY:_____	

82 *Include the evaluation of adequate staff and materials that is consistent with the district's ELD program of service.*

Staff Review:
Staff schedules, assignments and caseloads are audited by the ELD Coordinator in September of the school year. Unmet needs are filled by re-allocating staff. Elementary teaching resources (ELD teachers) are shared between sites when the need arises. Remote students join via Zoom or Google Meets and become part of the supporting teacher's caseload.

Staff is also instructed to notify the EL Coordinator at any time if the allocated staffing is not adequate to meet the instructional needs of the students. Several instructional assistants and teachers were replaced when they left during the school year.

Instructional Materials Review:
Similarly, during ELD PLC meetings, ELD teachers and the ELD Coordinator discuss the instructional materials needs and available resources to ensure that all teachers are aware of what materials they should have. If a teacher does not have adequate materials, he/she is instructed to notify the Instructional Coach at their site, who will order the needed materials.
New materials needed this year included supplemental curriculum for the high school population, additional Rosetta Stone licenses for newcomer students, distance learning for both middle school and high school level students. Elementary ELD teachers requested (and received) virtual EL Achieve licenses during COVID shutdown.

All elementary schools with 20 ELs or more have 1 full-time ELD teacher on staff. Elementary schools with more than 80 active ELs have 1.5 or 2.0 ELD teacher FTE on staff to meet the large demand for targeted language instruction. At the secondary level, schools with 50 Active ELs or more have 1 full-time ELD teacher. See chart below.

Level	EL Group	Number of Active ELs	EL Teacher FTE	Endorsement	EL Assistant FTE
Elementary	TRE	197	4.00	ESOL	3.5
	HES	16	0.50	ESOL	0.50
	ERE	6	0.20	ESOL	0.00

	LCLC	0	0.00	Facetime w/ESOL	0.20
	SCS	1	0.1	Facetime w/ESOL	0.20
Middle Schools	EPMS	5	0.50	ESOL	0.50
	WMMS	81	1	ESOL	2.5
High Schools	EPHS	46	1	ESOL	2.00
	URCEO	7	.3	Facetime w/ESOL	0.00
Charter School	CLCA	4	.2	Facetime w/ESOL	0.00
Total		363	7.4		7.4

The quality of our interpreting and translations have continued to improve due to proficient bilingual staff who have received training and an increased hourly pay for using those skills to facilitate a productive two-way communication.

Though efforts have been made to hire and retain diverse staff, there is more to be done (see chart below). For the past two years our district has participated in the Bilingual Job Fair at SOU, which attracts candidates from California, Oregon and Idaho. One bilingual candidate accepted a teaching position at the high school for next year.

Concern	Corrective Action	Person Responsible	Timeline	Section of the Plan to Revise
A more diverse staff that is representative of the student population is needed.	* Continue to strengthen HR practices when advertising job openings to attract bicultural candidates to apply. * Attend job fairs that attract diverse candidates. * The district will continue to partner with SOESD, OSF and SOU to recruit bilingual candidates.	District Cabinet, District Board, Human Resources, Federal Programs Director	Fall 2021-Spring 2022	Section 5: Staffing and Resources
New ELD teachers will need the Systematic ELD training to meet our district requirements.	* The Federal Programs office will direct the teacher to sign up for the training happening summer/fall 2021. * The teacher will complete each day's field work prior to attending the next day's session. * When necessary, subs will be requested by the teacher in Frontline. * The ELD Coordinator will work with the teacher so that best practices for ELD instruction are fully implemented.	District Cabinet, District Board, Human Resources, Federal Programs Director	Fall 2021-Spring 2022	Section 5: Staffing and Resources
Professional development for use of new supplemental materials	The Federal Programs office will direct the teacher(s) to sign up for the secondary material			

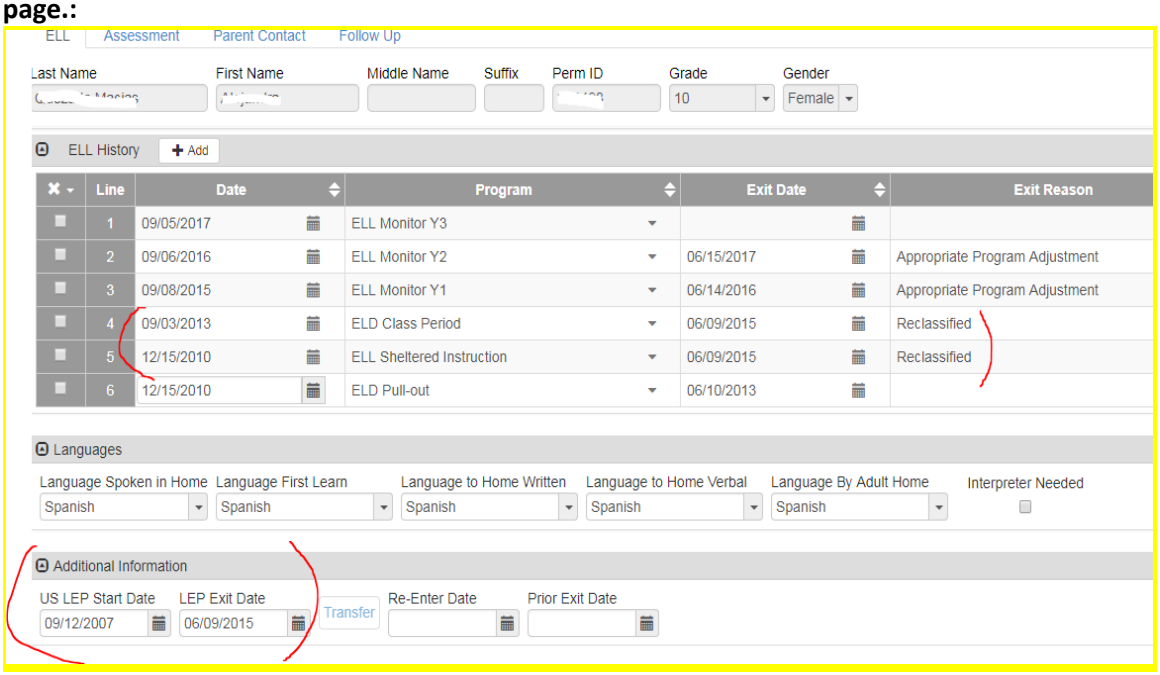
	training.			
ELD teachers would like a “voice” in upcoming curriculum selection.	* A committee will be formed to solicit input from all stakeholders regarding the new curriculum options. * Information regarding the upcoming curriculum adoption has been shared with all ELD teachers/staff in the Shared Drive.	District Cabinet, District Board, Federal Programs Director, ELD Staff Districtwide	Fall 2021-Spring 2022	

83 *Include the evaluation of the district’s exiting/reclassification process for students transitioning from the EL program.*

The district completes a review of random samples of student exiting records with team signatures, parent notifications, and, when necessary, documentation of a body of evidence showing English language proficiency in a particular domain (when the ELPA domain score requires additional evidence) located in the student’s EL CUM file (purple folder). Exiting data can also be reviewed in the Synergy information system. The process and required paperwork necessary for exiting are reviewed with all ELD teachers/staff during monthly PLCs.

The district completes a review of exiting procedures and records to verify that exiting procedures occur within the recommended time frame as documented in the student information database, Synergy, through specific reporting tools (PGM403).

Student Exiting procedures and documentation in EL CUM File and noted in Synergy’s EL Program page.:

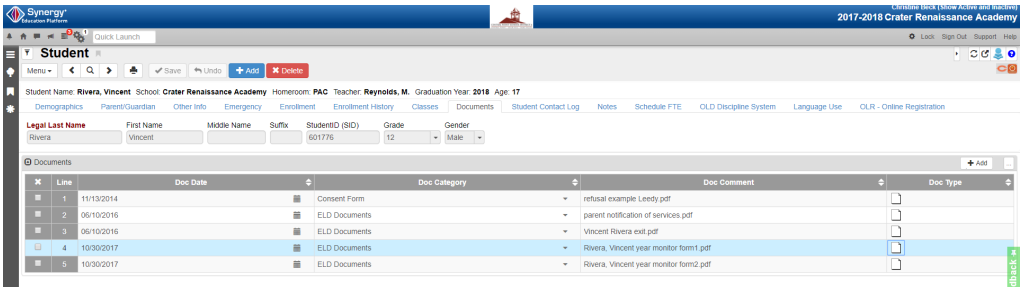


See Exiting documents in the Appendix.

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

The district will review random samples of student monitoring records including the quarterly teacher survey identifying the progress of students currently monitored and for those students whose parents have declined ELD services for the academic year. Samples are evaluated for completeness and identification of further needs if student scores below proficient.

Student Monitoring procedures and documentation and uploaded to Synergy file:



ELL Monitoring Form – Elementary Schools

Student Name:_____Monitored Year (circle one): 1 2 3 4 Waived

Classroom Teacher: _____ School: _____ School Year: 2017-2018

First Semester

Academic Performance	Reading				Math	
	Fall		Winter		Fall	Winter
	Dibels Composite	SRI	Dibels Composite	SRI	EasyCBM Percentile	EasyCBM Percentile
Actual Score						
Overall Academic Performance Rating (Please use Rubric listed below)	**1st Quarter**		**2nd Quarter**		**1st Quarter**	**2nd Quarter**
Behavior Rating: (Please use Rubric listed below)						
If the student has been rated a 1 or 2 for any of the categories above, please briefly explain your specific concern:						
Do you believe that the student's level of English proficiency is a contributing factor to the student's sub-grade level performance? If so, please explain:						

Concern	Corrective Action	Person Responsible	Timeline	Section of the Plan Needing Revision
At the secondary level, the connection between integrated	Instructional coaches are already collecting class grade data for EL students on a regular basis and	ELD Coordinator, Instructional Coaches	Spring 2022	Section 6: Transition from the English Development

	language supports during instruction (SEI) and monitoring progress could be tighter.	sharing with ELD staff. Additional ELD Lab classes or interventions are scheduled as needed (active and monitored). The next step will be to analyze the implementation of SEI in the classes where students are struggling and develop PD to improve SEI instruction.	facilitating 100% & 20% Data Team meetings		Program
	Scheduling of monitored students at the high school into classes with SIOP trained teachers needs to be strengthened.	Review team will be formed with Admin., Instructional Coaches, ELD staff, Guidance Counselors. The team will review scheduling procedures and make any revisions needed to the guide counselors follow when scheduling.	ELD Coordinator, Instructional Coaches, High School Admin, Office Staff Responsible for scheduling students.	Fall 2021/Spring 2022	Section 6: Transition from the English Development Program
	Elementary ELD teachers have requested a mid-semester classroom progress report for monitored students.	Create a document to be shared with grade level teachers to report monitored students' mid-semester progress.	ELD Coordinator, in conjunction with Elementary Admin	Fall 2021	Section 6: Transition from the English Development Program
	ELD teachers report difficulties with teachers not returning "Monitored Forms" in a timely manner at the end of each semester.	Integrate the collection of "Monitored Form" data into the 20% & 100% data meetings.	Instructional Coaches facilitating data meetings, ELD Teachers	Fall 2021/ Spring 2022	Section 6: Transition from the English Development Program

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

The district reviews evidence of parent notification letters sent home as documented in the parent contact tab of the student information database, Synergy, and copies of notifications in the student's EL CUM file (purple folder). The parent contact tab includes options for ELD teachers to indicate "initial" or "annual" notification letters sent home to parents. Synergy also has the capability of storing electronically scanned documents, such as parent notification letters or declined services records in the documents tab of the student screen.

Random samples of documentation and sign-in sheets for parent events are used during the evaluation process. These documents are filed by each school in an electronic Title I & Title III E-Binder on a district shared drive. The district reviews EL parent participation on site councils and leadership teams for each school using the Indistar database during the annual end of year review. Title I-C Migrant Education documentation of parent participation is also documented in the E-Binder and reviewed each spring prior to the Indistar CIP review.

Title I-C Migrant Education documentation of parent participation indicates full participation in the Migrant Ed Parent Advisory Committee (PAC) a strong leadership team of parents and well attended PAC meetings.

A review of district communications on the EPSD9 WELpage, FacELook and Twitter indicate that each site is available in both English and Spanish (full translation). During the 19/20 and 20/21 COVID shutdown, the district was vigilant in providing accessible information to all families.

Some samples of invitations, surveys and information shared with parents of ELs are below. Topics of informational sessions are requested by the parents.

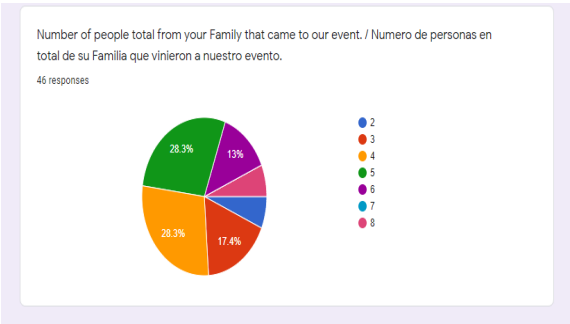
Emergent Bilingual/Migrant Education
Friends & Family Night

White Mountain Middle School
Tuesday, May 18th
5:30-7:00 pm

Please join us for an evening that features award-winning author and poet Gary Soto as a guest speaker. There will also be a performance from the WMMS Folklorico dancers, book giveaways, prize drawings, and information about summer school sign-up and credit recovery.

Proper physical distancing and safety protocols will be followed. Families will eat in groups to maintain the safety of all attendees.

Each person who attends will receive a prepared, individually wrapped dinner.
Please choose an option for each person in your group and return only one slip per family to an ELD teacher in the district. Returning one slip per family will help us purchase an accurate number of meals. Please return by no later than April 30, 2021.



Cómo acceder a Rosetta Stone

IPad de estudiante	Chromebook, computadora portátil, computadora de escritorio
Los estudiantes ya deben tener el ícono de la aplicación Rosetta Stone en su iPad para acceder a Rosetta Stone. Si la aplicación o el ícono no están visibles, el estudiante debe hacer clic en Meraki. Aquí es donde se encuentran para descargar todas las aplicaciones disponibles para los iPads de nuestros estudiantes. En Meraki, busca Rosetta Stone. Haga clic en descargar y guárdelo en el escritorio para acceder fácilmente. Luego, ingrese su nombre de usuario y contraseña en los campos en el lado izquierdo de la página, y haga clic en "Iniciar sesión". Si se requiere espacio de nombres, escriba" jcsd9 ". Si no conoce sus credenciales de inicio de sesión, comuníquese con su maestro/a.	1. Abra su navegador Google Chrome 2. Escriba esta URL para acceder al portal Rosetta Stone® de su escuela. https://jcsd9.rosettastoneclassroom.com/en-US 3. Ingrese su nombre de usuario y contraseña en los campos en el lado izquierdo de la página, y haga clic en "Iniciar sesión". **Si no conoce sus credenciales de inicio de sesión, comuníquese con su maestro.** 4. Guarde este sitio en su ESCRITORIO para acceder rápidamente 5. Haga clic en "Iniciar Rosetta Stone" para comenzar a aprender su nuevo idioma.

Concern	Corrective Action	Person Responsible	Timeline	Section of the Plan Needing Revision
Many organizations are utilizing more digital means of communication, however many EL families have expressed they prefer receiving paper invitations and flyers.	Train staff in schools to increase participation in school events, by sending paper flyers and invitations in Spanish & English without solely relying on digital notifications.	School Principal, ELD Coordinator, Front Office Staff, Teachers	Fall 2021 (and beyond)	Section 8: Parent & Community Involvement

86-91

86. Describe the district's rate of ELs acquiring English language skills. Is the pace consistent with the district's EL program goals or expectations?

87. Describe the district's rate of language development progress compatible with the district's objectives for academic (core content) progress.

88. Describe how the ELs are performing in English language skills compared to the district's goals and standards.

89. Describe how the district's ELs are progressing in English language skills so they will be able to successfully handle regular coursework.

For questions 86-89, The District over all has seen a decrease of OTELP data. Our percent of ELs that were on track to English proficiency has decreased from 43% in 2020-2021 to 38% in 2021-2022 school year. The participation rate of ELD classes during virtual learning was very low. This lack of participation is eveident in the data decline. Now that we are back into full time in person instruction we anticipate the percent of students on track to English proficiency to increase.

2021-2022 School year OTEP Summary

Resident School Name	Total Number of Els	Total ELs On Track to ELP	Percent of ELs On Track to ELP
Hillside Elementary	**4**	**2**	**50%**
Shady Cove School	**1**	**1**	**100%**
Table Rock Elementary	**181**	**82**	**45.3%**
Eagle Point Middle School	**3**	**1**	**33.3**
Eagle Point High School	**61**	**13**	**21.3**
Eagle Point SD 9	**346**	**134**	**38.7**
Lake Creek Learning Center	**0**	**0**	

Eagle Rock Elementary School	**3**	**1**	**33.3**
White Mountain Middle School	**69**	**26**	**37.7**
URCEO-Upper Rogue Center for Educational Opportunities	**6**	**4**	**66.7**
Crater Lake Academy	**4**	**1**	**25**
Kids Unlimited Academy White City	**5**	**1**	**20**

2020-2021 OTELP Data

Resident School Name	Total Number of Els	Total ELs On Track to ELP	Percent of ELs On Track to ELP
Hillside Elementary	**13**	**13**	**100%**
Shady Cove School	**1**	**1**	**100%**
Table Rock Elementary	**142**	**68**	**47.9%**
Eagle Point Middle School	**4**	**2**	**50%**
Eagle Point High School	**48**	**12**	**25%**
Eagle Point SD 9	**265**	**115**	**43.4%**
Lake Creek Learning Center	**0**	**0**	
Eagle Rock Elementary School	**1**	**1**	**100%**
White Mountain Middle School	**49**	**14**	**28.6%**
URCEO-Upper Rogue Center for Educational Opportunities	**0**	**0**	
Crater Lake Academy	**1**	**0**	**0**

*90. Describe how the **monitored** ELs continue to demonstrate English language skills that enable them to successfully handle regular coursework.*

91. Describe how the former (not monitored nor current) ELs continue to demonstrate English language skills that enable them to successfully handle coursework.

The District monitors ELs for four years after they exit from the EL program. EL teachers track their progress throughout the year, but we also desegregate summative assessment data by each year of the

	monitoring process to get a big picture evaluation of the success of these students as compared to all students and district goals. *At the elementary level, monitored students are performing slightly better on the math SBAC and quite well on the Language Arts SBAC. In math, 29% of monitored ELs are meeting or exceeding the target as compared to 28.1% of all elementary students. In language arts, 48% of monitored ELs are meeting or exceeding on SBAC as compared to 43.70% of all elementary students. This data may represent many students who are monitored ELs in elementary school who have exited from the EL program quite quickly and may represent a subgroup of ELs who are quick learners and who do well in school generally.* *The group of monitored ELs in secondary schools do not share the elementary level results. Some in this group took more years to exit from the ELL program and may represent students who experienced more struggles in school than their peers who exited the ELL program in lower grades. At the middle school level, in math, 15% of monitored ELs are meeting or exceeding the target as compared to 23.8% of all middle school students. In language arts, 39% of monitored ELs met or exceeded the target as compared to 44.6% of all middle school students. The achievement gap widens in math for high school monitored ELs. In math, 0% of monitored ELs in high school met or exceeded the target as compared to 19.8% of all high school students. In language arts the gap is not nearly as wide, 67% of monitored ELs met or exceeded the target as compared to 71.6% of all high school students.* *All of these monitored students have demonstrated enough English proficiency to be exited from the ELL program. Why then, would there be such a stark achievement gap on the SBAC in middle school and high school? Part of the reason is that the performance tasks for secondary students require the use of the academic register to discuss more abstract topics. It is not the same register of English used for everyday conversations. Students don't often get practice using this kind of language outside of the classroom. Secondary teachers need to shift their instructional practices to include an emphasis on integrated ELD so that these students will have the academic language they need to express their level of understanding about the topic.* *As part of the monitoring of these students, teachers meet to discuss the successes and struggles of individual students. If at any point there is an indication that a student's success is being held back due to lack of grade level proficiency of English, that student would take a language assessment to* *substantiate any body of evidence from the student's work to determine whether he should be re-entered into the ELL program. A meeting involving a parent would be held to discuss the data and make a final determination.*
	Student Performance Evaluation – English Language

92 *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.*

For questions 92-94, one-year's growth was measurable in the spring of 2019. Due to COVID SBAC testing restrictions, the most recent 2 year testing band available is 2017/18 and 2018/19.

Concern	Corrective Action	Person Responsible	Timeline	Section of the Plan Needing Revision
Monitored ELs at the middle school level maintain a significant achievement gap on SBAC compared to all students.	* Have district leadership decide how they will share this data with each of the middle school buildings. * Continue to work with our principals about the need for language supports and structured student talk for all students, in all classes. * ELD staff need more time to meet with teachers to collaborate in lesson planning and delivery. * Each school creates goals for narrowing achievement gaps.	Federal Programs Director, Secondary Director, Secondary Principals, ELD Coordinator, Instructional Coaches	Fall 2021	Section 6: Transition from English Language Development Program
Former and monitored ELs at the secondary level are not meeting benchmark on the math SBAC	* Study the math instructional practices implemented at the secondary levels to determine areas in need of improvement. * Collaborate with the Secondary math Instructional Coaches. * Develop a system to measure a level of implementation of the strategies shared in PD for math.	Federal Programs Director, Secondary Principals, ELD Coordinator, Instructional Coaches, Math teachers	Fall 2021	Section 6: transition from English Language Development Program
Need to strengthen understanding of how Active ELs are progressing on SBAC (as it relates to their level of English proficiency).	ELD Coordinator will meet with ELD teachers and our SOESD partners to develop a method to break down the ELPA "Progressing" category into different profiles that can be used to compare Active ELs' ELPA results against SBAC results.	ELD Coordinator	Winter 2022	Section 4: Program of Service for English Learners

93	*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.*

Our LEP and Ever English learners have underperformed against our All Students group.

Math Student Performance				
	Student Group	**18-19**	**20-21**	**21-22**
	All Students	26.8%	NA	16.9
	English Learners	12.8%	NA	4.4%
	Ever English Learner	15.8%	NA	5.2

English Language Arts Student Performance				
	Student Group	**18-19**	**20-21**	**21-22**
	All Students	45%	NA	34.2%
	English Learners	25.4%	NA	14.9%
	Ever English Learner	33.5%	NA	21.4%

94 *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.*

Beyond summative state assessment scores, it is important to see if students are on-track for graduation, how many of them are graduating in 4 or 5 years, and how many of them are attending school consistently or dropping out of school.

Since the Pandemic our Freshman On Track % has decreased for all groups. Our Ever and LEP students have a 10% or more advantage on our All Student groups for five year graduation cohort. Our Ever and LEP students also have higher percentages for our Four Year on Track to Graduate

Freshman on Track to Graduate				
School	Student Group	18-19	20-21	21-22
All District	All Students	88.8%	69.3	72.5
	English Learners	100%	80%	47.4
	Ever English Learner	95.7%	70%	70.

Five Year Cohort Graduation				
	Student Group	19-20	20-21	21-22
	All Students	79.94%	85.52%	81.7%
	English Learners	80%	90.91%	94.74%
	Ever English Learner	93.48%	91.67%	91.11%

Four Year Cohort Graduation				
School	Student Group	**19-20**	**20-21**	**21-22**
All District	All Students	83.3%	80.7%	79.87%
	English Learners	81.2%	85%	81.25%
	Ever English Learner	91.6%	91.1%	83.78

Regular Attenders				
	Student Group	**18-19**	**20-21**	**21-22**
	All Students	87.4%	75.2%	74.4%
	English Learners	93.4%	68.5%	73.3%

	Ever English Learner	92.1%	71.2%	76.2%

95 & 96

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

Most recent review from 2021:

- Review from 2021 - Random samples of completed LUS and Synergy reports indicated a need for additional training of EL clerical staff in data entry of LUS responses. Though 100% of the electronic copies randomly selected of the LUS were complete, data entry into the electronic student database demonstrated 98% of the responses fully entered with all four questions. 2% only had one or two questions entered into Synergy. 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 and EL clerical training (InfoLinks) for the district. This training will add to other ELD procedures training already in place.
- There have been several recording errors for student's home language after teacher concerns and follow-up phone calls with parents 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.
- Parent notification letters were consistently found to be complete and sent home annually with students through the random sample. A measure of best practice was identified to scan and upload letters into the Synergy database. Scanning all relevant & required ELD documents into Synergy is the next step to be taken as a district. This will occur in the 2021-22 school year.
- A goal for our district will be to increase parent involvement, participation and communication by effectively utilizing our parent meeting opportunities, trainings and increased bilingual staff. Additionally, the Newcomer Handbook and procedures at Eagle Point High School will support for our district in the following ways:
    - Welcome and initiate contacts with potential EL students and their families in order to support the school registration and scheduling process.
    - Coordinate and facilitate EL parent meetings and groups.
    - Provide translation and interpretation services.
- Professional Development for Core Teachers
    - Continued reinforcement of SIOP, GLAD and CM strategies for trained teachers through the use of an instructional coach.
    - Continue offering SIOP, GLAD and CM training for new teachers.
    - Rosetta Stone (for Spanish) to teachers to learn (or improve) Spanish skills and for core content and ELD teachers to use with students as a supplement to their main programs.
    - Increased collaboration time for ELD teachers and content-area teachers in each building.

Additional concerns developed through the evaluation of growth will be measurable in the spring of 2022. In addition, new legal requirements have resulted in many new procedures to be implemented throughout the 2021-22 school year. The Spring 2022 timeframe will allow the district to evaluate all aspects of the program in a meaningful way.

State of Oregon - Language Use Survey

This document is given when a student enters a school district for the first time.

The State of Oregon honors the languages and cultures of its people and respects all languages in our schools. We encourage the revitalization and preservation of indigenous languages and multilingualism.

This document will allow the school to determine if your student qualifies for screening to receive additional instruction to learn the English language.

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

Parent/guardian name: _____

Parent/guardian signature: _____

Information	Questions
This section will allow the school to know if your student qualifies for screening to receive additional instruction to learn the English language.	1. What language(s) are primarily used in the home? _____ 2. What was the first language(s) that your student learned? _____ 3. What language(s) does your student use most frequently at home? _____
This question will let the school know if you, the parent/guardian, need an interpreter or documents translated. This has no cost. *This section is for informational purposes only and is not used to identify if your student needs supports to learn the English language.*	In what language(s) would you prefer to receive communication from the school? _____

Last Update November 4, 2022

POTENTIAL EL – KEY

Language Use Survey

The purpose of this survey is to determine if your child's current language exposure and use might make your child eligible to receive support in academic English instruction.

Student Name:_____**(must be complete)**_ Grade Level: _

School **Name** _____

Date of Birth:

1. What language(s) does your child **hear or use** regularly in your household (i.e., spoken, media, music, literature, etc.)? hear_____ use (i.e. American Sign Language (ASL))_____

IF OTHER THAN ENGLISH – POTENTIAL EL – ADMINISTER SCREENER **(use this language as language of origin if this response is used to determine the need for a language identification screener).**

For example, if Spanish is listed here – screen for EL and make this language of origin in data system.

2. Describe the language(s) your child understands.
   a. YES - POTENTIAL EL - ADMINISTER SCREENER
   b. YES - POTENTIAL EL - ADMINISTER SCREENER
   c. YES - POTENTIAL EL - ADMINISTER SCREENER
   d. YES - POTENTIAL EL - ADMINISTER SCREENER
   e. YES - POTENTIAL EL - ADMINISTER SCREENER
   f. NO – DO NOT ADMINISTER SCREENER, UNLESS THERE IS A IS A SIGNIFICANT IMPACT OF ANOTHER LANGUAGE RECORDED IN QUSTION 5

3. What language(s) do **adults** most frequently **use** when speaking to your child?

   Parent/Guardian: _____ Parent/Guardian: _____

   Other Adults in the Home: _____ Child-care Providers: _____

IF OTHER THAN ENGLIGH – YES, POTENTIAL EL – ADMINISTER SCREENER

4. What language(s) does your **child CURRENTLY speak/express** most frequently ***outside of school***?
   IF OTHER THAN ENGLIGH – YES, POTENTIAL EL – ADMINISTER SCREENER
   Use this language for the language of origin field if question 1 did not trigger a language screener.

5. This question is for additional information (if student participates in regular cultural activities with to a significant extent)- POTENTIAL EL – ADMINISTER SCREENER

6. This question is for additional information that may help determine if the screener needs accessibility supports due to a potential disability.

Parent Questions: In what language(s) do you want to receive information from the school (if available)? These questions will help the district in providing communication to parents in a

language the parents can understand.

Parent/Guardian:

Oral _____ Written _____

American Sign Language_____

Parent/Guardian:

Oral _____ Written _____

American Sign Language_____

EAGLE POINT
SCHOOL DISTRICT 9
Every Student - Every Class - Every Day!

2022/2023 School year

Program Eligibility Parent Notification Letter

To the Parent/Guardian of:

Dear Parents/Guardians:

Based on your responses on the Home Language Survey, your child was screened and has been identified for service in the Eagle Point School District English Language Learner Program. The EL Program is designed to support your child as she/he learns English by providing help with basic communication, academics and transition to the school environment. Parent notification is a requirement of the federal *Every Student Succeeds Act*.

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

Overall English Proficiency Level (Emerging / Progressing/ Proficient)
Please see the attached Individual Student Report for your child's scores in the four domains assessed: Reading, Writing, Listening and Speaking.

Eagle Point School District 9 provides a variety of instructional models to assist our EL students. Each of our teaching models is designed to help your child in meeting the requirements for moving up through the grade levels. If your child has a disability and an Individualized Education Program (IEP), improvement in his/her ability to understand, speak, read and write in English will help meet the objectives of your child's IEP. Eagle Point School District 9 hires highly-qualified ELD teachers to instruct your student and to communicate with you about the education of your child.

With ELD assistance, students are helped in meeting the requirements for graduation. During the 2021-2022 school year, the 4-year Cohort Graduation Rate for ELs was 85% compared to 86.08% for all students. The 5-year Cohort Graduation rate for all students was 89.23% while the EL rate was 100% .

Based on the results of the ELPA Screener (and possibly other assessments, as well), the ELD Specialist at your child's school recommends the following EL services:

In the Elementary Schools:

____ English Language Development Pull-out
___ ELL Content Area Support

In the Middle Schools:

___ English Language Development Class Period
___ ELL Content Area Support

In the High Schools:

___ English Language Development Class Period
___ ELL Content Area Support
___ ELL Lab Support

A detailed description of these models is available at your school. The specific ELD services available at each school may vary according to each school's particular needs.

Eagle Point School District 9 values your participation with the schools. As parents/guardians, you are provided with communication in Spanish and other languages. You are invited to EL parent meetings in your school to discuss issues and learn about education in public schools. You are invited to join the parent organizations at your child's school. All schools provide interpreters for parent/teacher meetings and conferences. (Availability of interpreters for less common languages may be limited.)

As a parent/guardian, you are entitled to certain rights pertaining to your child's education. You have the right to access your child's educational records. You may refuse EL services for your child by completing a Parent Release Form EL Services Waiver Form, which can be obtained from your school office. State regulations require that your child continue to participate in annual ELPA Summative testing until he/she meets the state-mandated criteria for Exiting the program.

Your child can be reclassified (i.e. Exited) from the ELD program when a team, which includes you, the ELL Teacher, the classroom teacher and the principal, determines that your child can fully benefit from classroom instruction in English without the additional support of ELD instruction, based on classroom performance and other language assessments, including the ELPA.

Please contact your school or the district office if you have questions.

Jodi Salinas
EL Coordinador and Federal Programs Administrator

Joni Parsons
Director of Teaching and Learning and Special Programs

EAGLE POINT
SCHOOL DISTRICT 9
Every Student - Every Class - Every Day!

2022/2023 School year

Annual EL Parent Notification Letter

To the Parent/Guardian of:

Dear Parents/Guardians:

In the spring of 2022, your child took the English Language Proficiency Assessment (ELPA), which is a required state language test. The ELPA test is designed to measure your child's progress on the new, more rigorous English Language Proficiency (ELP) Standards, which were adopted by the state of Oregon in 2014. Meanwhile, your child continues to be eligible to receive services in the English Language Development (ELD) Program.

The ELD Program is designed to support your child as she/he learns English by providing help with basic communication, academics, and transition to the school environment. Parent notification is a requirement of the federal *Every Student Succeeds Act*.

Eagle Point School District provides a variety of instructional models to assist its EL students. Each of our teaching models is designed to help your child in meeting the requirements for moving up through the grade levels. If your child has a disability and an Individualized Education Program (IEP), improvement in his/her ability to understand, speak, read and write in English will help meet the objectives of your child's IEP.

Eagle Point School District hires highly-qualified ELD teachers to instruct your student and to communicate with you about the education of your child. With ELD assistance, students are helped in meeting the requirements for graduation. During the 2021-2022 school year, the 4-year Cohort Graduation Rate for ELs was 85% compared to 86.08% for all students. The 5-year Cohort Graduation rate for all students was 89.23% while the EL rate was 100% .

Based on your child's ELPA score and/or classroom performance, the EL Specialist at your child's school recommends the following ELD services:

In the Elementary Schools:

_x English Language Development Class
_x EL Support

In the Middle Schools:

___ English Language Development Class
___ EL Support Lab

In the High Schools:

___ English Language Development Class
___ EL Support Lab

A detailed description of these models is available at your school. The specific ELD services available at each school may vary according to each school's particular needs.

The Eagle Point School District values your participation with the schools. As parents/guardians, you are provided with communication in Spanish and other languages. You are invited to EL parent meetings in your school to discuss issues and learn about education in public schools. You are invited to join the parent organizations at your child's school. All schools provide interpreters for parent/teacher meetings and conferences. (Availability of interpreters for less common languages may be limited.)

As a parent/guardian, you are entitled to certain rights pertaining to your child's education. You have the right to access your child's educational records. You may refuse ELD services for your child by completing a Parent Release From ELD Services Waiver Form. Contact your child's ELD teacher or the front office of your school to request a waiver. State regulations require that your child continue to participate in annual ELPA testing until he/she meets the state-mandated criteria for Exiting the program. Your child can be Exited from the ELD program when they score proficient on all domains of the ELPA exam (Reading, Writing, Listening, Speaking).

Please contact your school or the district office if you have questions.

Jodi Salinas
EL Coordinador and Federal Programs Administrator

Joni Parsons
Director of Teaching and Learning and Special Programs

EAGLE POINT
SCHOOL DISTRICT 9
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Parent Release from English Language Learner Services Waiver Form - Annual

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

_____EL Pullout: ELD Instruction (Elementary Grades)

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

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

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

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

_____ _____
Full Name of Student School/Grade

_____
Student's District ID Number

_____ _____
Parent/Guardian Date

_____ _____
Principal's Signature Date

_____ _____

ELL Teacher's Signature Date

English Learner Program
Exit Letter

Date: _____

Dear Parent/Guardian(s):

Name of Student: _____ School: _____

This letter is to confirm your child's exit from receiving direct English Language Learner services. While your student will no longer receive English Language Development instruction, he/she will be monitored for four years to check on academic progress while in school.

We are encouraged by your child's growth and are confident in a successful educational experience. If at any time there are concerns about your child's English language proficiency, please contact your child's teacher to determine if re-entry into the ELD Program is appropriate.

Thank you for your assistance in helping make your child's transition from the English Language Development Program a success. If you have any questions or concerns, please call your child's school or teacher.

Sincerely,

EAGLE POINT
SCHOOL DISTRICT 9
Every Student - Every Class - Every Day!

4th Grade: EXIT Meeting Documentation

Student Name:

Student I.D. #:

School:

Meeting Date:

According to the current year's state test results on ELPA (*Score Report Attached*), the student's overall reading, writing, listening, and speaking abilities on ELPA Summative are as follows:

	Proficiency Level	Level 4-Early Advanced	Level 5-Advanced
Reading	ELPA Summative Score: _____ ELPA Summative Level: _____	**Score Range: 550-593** When reading grade-appropriate text, the student at Level 4 is working on: determining the meaning of general academic and content-specific words, phrases and idiomatic expressions; identifying the main idea or theme and explaining how it is supported by details; summarizing excerpts from a variety of texts; reading and interpreting information from a graph to draw conclusions.	**Score Range: 594 or above** When reading grade-appropriate text, the student at Level 5 is working on: determining the meaning of figurative language; recognizing text types, such as compare and contrast or cause and effect, to identify key information and to make a summary or prediction; identifying author's purpose, and explaining how reasons and evidence support or fail to support particular points; gathering information from written sources and summarizing key ideas and information using graphics.
Writing	ELPA Summative Score: _____ ELPA Summative Level: _____	**Score Range: 568-599** When writing, the student at Level 4 is working on: producing and expanding simple, compound and complex sentences; composing narratives or informational texts about a variety of topics with details and conclusions; recounting a detailed sequence of events using transitional words and phrases to connect events, ideas, and opinions; asking and answering relevant questions, adding information and evidence.	**Score Range: 600 or above** When writing, the student at Level 5 is working on: participating in extended written exchanges about a variety of topics and texts, building on the ideas of others, and adding relevant and detailed information using evidence; composing narratives or informational texts, developing the topic with details and examples, and a concluding section; composing a claim, providing logically ordered reasons or fact to support the claim, and a concluding statement; summarizing key ideas.
Listening	ELPA Summative Score: _____ ELPA Summative Level: _____	**Score Range: 492-562** When listening, the student at Level 4 is working on: determining the meaning of general academic and content-specific words and phrases, and idiomatic expressions; participating in conversations and discussions, answering relevant questions and building on the ideas of others; determining the main idea or theme and explaining how it is supported by key details.	**Score Range: 563 or above** When listening, the student at Level 5 is working on: determining the meaning of figurative language; participating in extended conversations and discussions about a variety of topics and texts, asking relevant questions and summarizing key ideas; explaining how reasons and evidence are sufficient to support the main ideas in a presentation.

S p e a k i n g	ELPA Summative Score: _____ ELPA Summative Level: _____	**Score Range: 544-583** When speaking, the student at Level 4 is working on: participating in conversations and discussions about a variety of topics, building on the ideas of others, expressing own ideas, and adding relevant information and evidence; recounting a detailed sequence of events with a beginning, middle and end; developing a topic with facts and details, using transitional words and phrases to connect events, ideas, and opinions.	**Score Range: 584 or above** When speaking, the student at Level 5 is working on: participating in extended conversations and discussions, adding relevant and detailed information using evidence, and summarizing key ideas; delivering a presentation with details and examples; constructing a claim and providing logically ordered reasons or facts to support the claim.

TEAM NOTES: _____

_____

EL Exiting Procedures

1. Participation in ELPA Summative
    a. ELSWD or ELs with 504 plans may be exempted from one to three language domains based on their Individualized Education Plan (IEP)/504 plan.
2. Scoring proficient on Oregon's English Language Proficiency Assessment (ELPA Summative).
3. Exiting from the EL program.

English Learner Exiting Policy: English Learners may only be exited from an EL program if they receive a proficient score on Oregon's English Language Proficiency Assessment (ELPA Summative). ELs who score proficient on ELPA Summative will exit the district's EL program as proficient in English. Students who score proficient on the ELPA Summative enter EL Monitoring Status (monitoring year 1) the subsequent school year. The use of the ELPA Summative as a consistent measure of English proficiency applies to all ELs in Oregon, including English Learner Students with Disabilities (ELSWD). ELs scoring proficient may not be retained in the EL program, per executive numbered memo 003-2017-18. For ELSWD students participating in all domains of Oregon's ELP Assessment (ELPA Summative are expected to meet the proficiency requirements as all ELs. For ELSWD students participating in **one-three domains** are expected to meet proficiency requirements for **those domains**. ELPA Summative domain exemptions are to be used for students who cannot access the construct of the ELPA Summative assessment.

EXIT DATE: _____

EXIT TEAM MEMBERS

ROLE	Name (Please Print)	Signature
Parent/Guardian	_____	_____
EL Specialist/ELD Teacher	_____	_____
Content Area Teacher	_____	_____
Special Education Specialist	_____	_____
Campus Administrator	_____	_____
Other	_____	_____

Eagle Point School District 9 - EL Monitoring Form – Elementary Schools

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

Waived _____

Classroom Teacher: _____ School: _____ School Year: _____

First Semester

Academic Performance	Reading		Math	
	Fall Star360	Fall Report Card	Fall Star360	Fall Report Card
Meets (Green) Nearly Meets(Blue, Yellow) Below level(Red)				
Actual Score				
Overall Academic Performance Rating (Please use Rubric listed below)	**1st Quarter**		**1st Quarter**	
Behavior Rating: (Please use Rubric listed below)				
If the student has been rated a 1 or 2 for any of the categories above, please briefly explain your specific concern:				
Do you believe that the student's level of English proficiency is a contributing factor to the student's sub-grade level performance? If so, please explain:				

Second Semester

Academic Performance	Reading		Math	
	Spring Star360	Spring Report Card	Spring Star360	Spring Report Card
Meets (Green) Nearly Meets(Blue, Yellow) Below level(Red)				
Actual Score				
Overall Academic Performance Rating (Please use Rubric listed below)	**3rd Quarter**		**3rd Quarter**	
Behavior Rating: (Please use Rubric listed below)				
If the student has been rated a 1 or 2 for any of the categories above, please briefly explain your specific concern:				
Do you believe that the student's level of English proficiency is a contributing factor to the student's sub-grade level performance? If so, please explain:				

4 = Exceeding grade level expectation
3 = Meeting grade level expectation
2 = Nearly meeting grade level expectation
1 = Significantly below grade level expectation

Behavior:
Exceeding
Satisfactory
Needs Improvement

Required English Learner Program Documents Checklist

Student Name: _____ DOB: _____ School ID: ___

☑	Active EL	Initials
	Initial Language Use Survey	
	Initial Identification Screener Results	
	EL Referral Form	
	Initial EL Program Eligibility and Placement Letter	
	Annual EL Placement Parent Notification Letter or EL Parent Waiver SY:_____	
	Annual State English Language Proficiency Assessment Results SY: _____	
	Annual EL Placement Parent Notification Letter or EL Parent Waiver SY:_____	
	Annual State English Language Proficiency Assessment Results SY: _____	
	Annual EL Placement Parent Notification Letter or EL Parent Waiver SY:_____	
	Annual State English Language Proficiency Assessment Results SY: _____	
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	Annual State English Language Proficiency Assessment Results SY: _____	
	Annual EL Placement Parent Notification Letter or EL Parent Waiver SY:_____	
	Annual State English Language Proficiency Assessment Results SY: _____	
	Annual EL Placement Parent Notification Letter or EL Parent Waiver SY:_____	
	Annual State English Language Proficiency Assessment Results SY: _____	
	Exit as Proficient Form and Letter	

☑	Did Not Qualify for EL Services	Initials
	Initial Language Use Survey	
	Initial Identification Screener Results	
	EL Referral Form	
	Initial Fluent Letter	

☑	Monitored EL	Initials
	Year 1 Monitoring Evidence	
	Year 2 Monitoring Evidence	
	Year 3 Monitoring Evidence	
	Year 4 Monitoring Evidence	
	Re-entry into EL Program during Monitoring Letter	
	Completion of Monitoring Letter	

EL Student Intake and Scheduling Process Eagle Point High School

INTAKE PROCESS:

I. Student/family completes registration and answers questions on The Language Use Survey (LUS).

II. Eagle Center Administrative Assistant requests records. If appropriate, obtain EL services Start Date, most current ELP level and recent ELPA21 score from previous district as soon as possible.

A. If student is transferring from an Oregon district, can use EL placement or DNQ status as identified at previous Oregon school.
   1. If this is the case, EC Admin. Assistant will set up an intake meeting with academic advisor and EL teacher (required) **within three days of receiving registration.** Student must be placed in appropriate classes and begin EL instruction within 30 days at beginning of school year – new enrollees after the start of the school year must be placed in appropriate classes and begin EL instruction within 10 school days.

B. If student is not coming from Oregon, EC Admin. Assistant will use Language Use Survey Questions to screen for potential EL student (see this ODE presentation to assess which questions trigger EL screening).
   1. If student answers yes to any questions that could trigger EL placement, EC Admin. Assistant provides registration information to EL teacher **within two days of enrollment.**
   2. EL department contacts family and schedules time for student to come in for Language Proficiency screening **as soon as possible**.
      a) In 2017-18, EL department can use Language Use Survey and one of the following ELP screeners:
         (1) Woodcock-Munoz IPT
         (2) ELPA21 Screener
      b) By 2018-19 school year, EL department is required by ODE to use the Language Use Survey **AND** Oregon's approved ELPA21 screener (or continued use of the Woodcock Munos Language Screener - Revised until the ELPA21 Screener is fully available).
      c) Once testing is complete, EL teacher will meet with student and academic advisor to schedule classes. EL teacher can coordinate the scheduling of this meeting with EC Admin. Assistant.
      d) During the first month of a school year, student will be assessed and appropriately placed into ELD services within 30 calendar days. Thereafter, the student will be assessed and appropriately placed into ELD services within 10 school days (14 calendar days).

EL SCHEDULING PROCESS

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

II. **Core Class Placement**

A. General Guidelines

1. Math: All students
2. Health/PE: All students
3. Social Studies:
   a) World History: ELP levels 2 and higher
   b) American Studies: ELP levels 3 and higher
4. Science: ELP levels 3 and higher (Possibly some ELP level 2s, if the student has high academic skills in science.)
5. English: ELP levels 3 and higher

B. Long-Term Planning

1. Consider the possible need for a 5-year graduation plan.
2. To ensure progression, consider the following:
   a) Year 1:All ELs take Math
   b) Year 2: All ELs take Math and one additional graduation requirement class. The specific class is chosen based on accessibility of instruction (i.e. Sheltered Instruction such as CM strategies are used to access core content) and the student's academic strengths and interests.
   c) Year 3: All ELs take at least three graduation requirement classes, including ELA.

C. To Meet ELA Graduation Requirements

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

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

A. ELD (Levels 1, 2, 3 or 4-5) *Legally required unless a Parent Waiver is on file.
B. EL Support (Content area support/Tutoring/Homework Help)

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

V. **Academic Interventions:** EL Lab course can be added as a support for core content in ELA, Math and Science.

VI. **Native Language Instruction:** Utilize the STAMP assessment or existing World Language placement assessments to place ELs into an appropriate Spanish course, if the student is interested, or receive elective credit for language proficiency. Remember to consider Heritage and AP Spanish courses when offered at EPHS. Be sure to explain the benefits of continued primary language (L1) instruction, including Southern Oregon University credit by proficiency, Biliteracy Seal and the positive impact on English language arts performance.

VII. **Special Education:** Students must receive services per their IEP. It is recommended that a Coordinated Service Plan be completed by a team which includes, at minimum, a SPED Teacher, EL Teacher and advisor.

VIII. **Other Placement Considerations**

A. Clustering: To allow for efficient use of push-in support staff, strategic clustering is recommended with the following considerations:
   1. Prioritization
      a) ELD levels 1 and 2 (especially for math and science)
      b) Academically struggling Long Term English Learners (LTELs) (especially for social studies and English)
   2. Clusters should not exceed 5 students per class.

B. Team and/or Teacher Placement
   1. Consider CM training and implementation.
   2. Consider rotating clusters from year to year for equitable distribution.

Sample 5-year Plan for a Freshman Newcomer

Course	Grade 9	Grade 10	Grade 11	Grade 12	Grade 12+
Math	X	X	X	X (if needed)	
PE	X				
Health		X			
Social Studies			X	X	X
Science	X	X	X		
ELA			X	XX (Double block if needed)	X

Eagle Point School District 9
Guidelines for Exiting English Learner/Students with Disabilities (ELSWDs)
from the ELD Program

Shared with permission from the Medford School District FELruary, 2018.
Background: The "Every Student Succeeds Act" (ESSA) indicates that all districts within a state must have a common definition of an English Learner (EL). Thus, the ODE is moving districts toward common criteria for exiting students out of the ELL Program. The idea of using a "one-size-fits-all" set of criteria with students who experience language-related disabilities has always been problematic. Oregon statutes also indicate that, "Students with IEPs should not be held in the ELD program solely due to that disability," (Executive Numbered Memorandum 006-2015-16). How, then, do decision-making teams determine whether a student's linguistic limitations are solely due to a disability or English language proficiency separate of any disability status? There are no assessments which can clearly distinguish the two issues, yet a logically sound effort to do so must be undertaken.

In the spring of 2017, an interdisciplinary team from the Medford School District 549C consisting of the Elementary and Secondary ELL TOSAs, a member of the Special Education Assessment and Evaluation Team and a Bilingual Speech and Language Pathologist met to identify guidelines which could help decision-making teams analyze assessment data in a way that might distinguish issues of English language acquisition from those related to the student's disability, thus providing a fair and accurate approach to making exiting decisions. This document summarizes the recommendations of that team. It is hoped that these guidelines will be field-tested in the spring of 2018 by decision-making teams throughout the Eagle Point School district, and that feedback from those teams will allow for revision and/or fine-tuning of the document. The results of these field-tests would then be shared with the ODE's Reclassification Work Group, which is currently convened.

Pedagogical Approach: In an effort to account for a student's disability when interpreting language-proficiency assessment data, two general approaches are recommended:

I. When grade-level-based instructional levels are provided in the IEP goals, apply the Proficiency Level Descriptors (PLDs) and/or Achievement Level Descriptors (ALDs) for ELP Standards for that instructional grade level, rather than the chronological age- based grade level.

II. For skills described in the PLDs and/or ALDs which directly relate to the identified disability(ies), and for which the IEP contains an appropriately rigorous goal, proficiency is determined based on whether or not the student has met the goal, rather than on achievement of the skill as described in the PLDs and/or ALDs.

Another issue to be addressed is that of time-frames. State accountability measures are now acknowledging that students with disabilities could take up to 8 years to become proficient in English. Some research has suggested that it could take up to 10 years. It is clear that students with language-related disabilities will, on average, take more time to become proficient in English than their non-disabled peers. Given this reality, it is recommended that these guidelines be used after students have had a reasonably adequate amount of ELD instruction and time to

develop language skills. Thus, these guidelines are only recommended for students who have received at least 7 years of ELD instruction. Therefore, if the student began receiving services in kindergarten, then the end of 6th grade would be the earliest time at which these procedures might be implemented to determine whether or not it is appropriate to exit the student from the ELL Program. This parameter will allow the student to receive adequate instruction before a decision is made and will provide the decision-making team more trend data to analyze.

Disability-specific Guidelines:

Autism Spectrum Disorder (ASD): For students who demonstrate "flat" assessment trend data (i.e. have not shown growth for 3 or more years), administer alternative assessments which elicit a language sample about a topic of interest to the student. Analyze the sample to identify examples of Early Advanced or Advanced level language structures which may indicate that the student has developed complex language structures to the point at which he/she is able, given the communication challenges presented by ASD, to use English to adequately communicate topics of interest.

Example: Student A perseverates on Godzilla. Ask Student A to retell a Godzilla movie he saw over the weekend, or describe a battle in which Godzilla fought. The language sample demonstrates that Student A can use regular and irregular past tense verbs with 85% accuracy. He appropriately uses precise vocabulary such as "annihilates, arch-enemy" and "stomps". He uses sequence language, such as "First, after, then, at the end". This information is applied to Speaking ALDs.

Specific Learning Disability (SLD) for Reading and/or Writing: Analyze assessment data for Listening and Speaking domains to determine if the student meets the exit criteria in those areas. If so, then analyze the Reading and Writing goals in the IEP. Determine if the student is meeting those goals. Apply the PLDs and/or ALDs for the instructional grade level indicated in the IEP goals. If the student is not meeting the exit criteria for Listening and Speaking, conduct a file review with the SPED teacher to determine if the student's disability might be impacting Listening and Speaking. Determine if the student has "Language" as a Related Service on the IEP. If so, then it is possible that the SLD might be impacting oral language development in a way that would affect English language proficiency.

Example: Student B is a 7th grader who has a SLD, and her IEP includes goals for both Reading and Writing. Analysis of her Listening and Speaking skills indicate that she is at Proficiency Level 4 in those areas. However, her ELPA 21 scores for the Reading and Writing domains are Level 2. She receives Reading and Writing services in a Resource setting. Her IEP indicates that her instructional level for Reading is 4th grade, and 3rd grade for Writing. Use the PLDs and/or ALDs for 4th grade to determine the proficiency level for Reading and those for 3rd grade to determine the proficiency level for Writing. If the student meets the PLDs and/or ALDs for proficiency levels 4 or 5 at those respective grade levels, then the student meets the criteria to exit.

Communication Disorder (CD) in the Area of Language (not solely Articulation):
Collaborate with the SLP to analyze evaluation assessments to determine the specific linguistic concepts and processing skills which appear to be impacted by the disability. Use that information to interpret assessment data. For assessments which would be impacted by the CD, evaluate the language sample based on communicative competence, rather than on accuracy or illocution (relevance to the prompt). Use achievement of rigorous IEP goals as evidence of English language proficiency. In addition, when instructional grade levels are given, use the PLDs and/or ALDs for those grade levels, rather than the chronological age-based grade level.

Example: Student C is a 7th grader who has an IEP goal for Reading which indicates an instructional level of 5th grade. Use the PLDs and/or ALDs for 5th grade to assess the Reading domain. He also has syntax/grammar IEP goals for using past tense irregular verbs at the sentence level and asking and answering wh- questions. Determine if he is meeting his goals in those areas. Also, for speaking and/or writing prompts, analyze the communicative competency demonstrated in his response, even if he answers the wrong question. (i.e. You ask him to describe WHERE something happened, but he effectively described WHY it happened.)

Intellectual Disability (ID): For students performing within the range of K-12 instruction, use instructional grade levels in the IEP goals to determine which PLDs and/or ALDs to use, rather than the chronological age-based grade level. In addition, for those skills which are addressed in the IEP goals, determine whether or not the student is meeting those goals to determine proficiency in those skills.

For students performing below the kindergarten level, compare the rigor of the Communication goals with the cognitive and social-emotional development of the student to determine if he/she is demonstrating English language proficiency at a level commensurate with his/her developmental level.

Example: Student D's cognitive and social-emotional development is determined to be at the level of a 3-year-old. Within the context of a self-contained SPED classroom setting, Student D receives highly individualized language instruction per her IEP, to meet her Communication goals. Collaborate with the SPED specialist to determine whether or not the Communication goals are appropriately rigorous, given the student's cognitive and social-emotional development. (A Communication goal that is at a lower level than what might be expected at the student's level of cognitive development could be an indication that she has not yet developed as much English language proficiency as she is capable of. Thus, continuation in the ELL Program might be warranted.) Determine whether or not the student is meeting Communication goals appropriate for her developmental level.

Eagle Point School District 9

Code: **IGBBA**
Adopted: 6/14/90
Readopted: 11/14/01; 3/10/10; 8/10/16
Orig. Code(s): 7731; AP 7732

Identification - Talented and Gifted Students**

In order to serve academically talented and intellectually gifted students in grades K-12, the district directs the superintendent to establish a written identification process.

This process of identification shall include as a minimum:

1. A nationally standardized academic achievement test of reading or mathematics and/or the Smarter Balanced Assessment for assistance in identifying academically talented students

2. Behavioral, learning and/or performance information;

3. A nationally standardized mental ability test for assistance in the identification of intellectually gifted students;

4. Use of research based best practices to identify talented and gifted students from under-represented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged.

Identified students shall score at or above the 97th percentile on one of these tests. Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted may be identified.

If a parent is dissatisfied with the identification process or placement of their student, they may appeal the decision through Board policy KL - Public Complaints. After exhausting the district's appeal procedure and receiving a final decision, a parent may appeal the decision to the State Superintendent of Public Instruction.

END OF POLICY

Legal Reference(s):

ORS 343.395
ORS 343.407
ORS 343.411
OAR 581-021-0030
OAR 581-022-1310 to -1330
OAR 581-022-1940
OAR 581-022-194

Cross Reference(s):

IGBBB - Identification - Talented and Gifted Students Among Nontypical Populations IGBBC - Programs and Services - Talented and Gifted
IGBBD - Parent Notification and Participation