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EAGLE POINT SCHOOL DISTRICT 9

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ML/EL District Plan

2025-2029

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Introduction

The Oregon Department of Education defines education equity as the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, educational rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

As the number of English Learners (EL) in Oregon continues to rise, so too does their proportion within the overall student population. Over the past decade, various efforts across Oregon have focused on promoting equitable practices to provide better opportunities for students of color and multilingual learners. However, these efforts have often been fragmented, compliance-driven, and lacking the cohesive focus required for real impact. Persistent opportunity and achievement gaps in academic performance, high school graduation, and other areas underscore the need for a more aligned and sustained effort.

Communities across the state are calling for action, and we must heed that call by designing a more unified, research-driven approach to supporting EL students. The Multilingual Learner/English Learner District Plan (ML/EL District Plan) is designed to guide districts in developing a comprehensive plan that is evidence-based, aligned with the needs and priorities of Oregon's Multilingual Learners Strategic Plan and the EL Outcomes Program, and meets state and federal requirements for serving multilingual learners.

Background

ML/EL District Plans provide evidence of compliance with OAR 581-23-100 (3)(c)(b)(4), which charges districts with the development of programs for English Learners (ELs) that meet basic U.S. Department of Education, Office for Civil Rights guidelines. ML/EL district plans address the components required by Lau v. Nichols (1974). This plan template incorporates guidance provided by the U.S. Department of Education, Office for Civil Rights and provides an opportunity to comprehensively align the articulation of basic programmatic requirements for serving students who are entitled to English Language Development support to access the general education provided, as well as the systemic improvements that are needed to evolve programs to better meet the needs of the students they intend to serve .

This plan template guides districts to describe how they meet the needs of multilingual/English learners in seven key areas:

1. Identification of Multilingual English learners
2. Instructional programming and staffing
3. Assessment and progress monitoring for current students

4. Monitoring exited students
5. Equitable program access
6. Family engagement and communication
7. Program evaluation

These plans enact the state's vision that all adults share the responsibility of contributing to educational systems that ensure multilingual students designated as English learners are valued for the rich and diverse lived experiences, languages, heritage, and cultural knowledge they carry for current and future generations, supporting all Oregon students to graduate from high school with the Oregon Seal of Biliteracy/Multiliteracy and to be college and career ready.

To reach this vision, our mission is to transform Oregon's education system, ensuring that all multilingual learners experience culturally and linguistically responsive and affirming learning environments, rigorous instructional programming, and pathways that equip them to pursue their current and postsecondary visions of success.

EL Outcomes Program (HB 3499)

The EL Outcomes Program was established through the passing of House Bill 3499 in 2015. House Bill 3499 directed the Oregon Department of Education (ODE) to develop and implement a statewide education plan for English Language Learners who are in the K-12 education system. The program addresses disparities experienced by Multilingual and English Language Learners, historical practices leading to disproportionate outcomes for students, and the educational needs of the students from K-12 education by examining culturally appropriate best practices in this state and across the nation.

Districts are identified and onboarded into an EL Outcomes Program cohort every four years based on a set of 14 Indicators within the EL District Data Profiles among other factors. Each district that is identified is notified by the EL Outcomes Program team of their designation and receives support throughout the duration of their four-year designation.

The law under ORS 336.079(5)(e) stipulates that if a school district does not meet expected growth and expected benchmarks for student progress indicators, the Agency will direct the district to expend funds under ORS 327.013(1)(c)(A)(II) (ELL weight) for up to three years.

ODE provides culturally responsive support and interventions to those identified as Transformation and Target Districts. Transformation and Target Districts receive the following:

- ODE Education Program Specialist supports
- A comprehensive needs assessment process, root cause analysis, systemic intervention identification, and action plan and budget development with support from ODE
- Improvement planning and monitoring, using state and local data
- Fiscal support for improvement plan activities

- Funding for the improvement and implementation of systems and structures towards supporting ML/EL students. The funding distribution model assigns a specific dollar amount annually to each identified Transformation and Target district. Allocations are based on a weighted funding formula.
- Participation in a Community of Practice

The ML/EL District Plan template guides districts to conduct an evaluation of their local programs and is evidence-based. ODE uses components of ML/EL district plans to conduct a comprehensive needs assessment with districts identified for improvement to identify the root causes impacting student performance, program quality, and effectiveness, as required by state rule (see OAR 581-020-0615 and OAR 581-020-0613). The completion of a comprehensive needs assessment of a district's EL program is one of the initial steps in the onboarding process of the program.

In addition to the initial comprehensive needs assessment, the onboarding process includes a root cause analysis, culturally and linguistically responsive community engagement review of data, and selection of priority indicators and systemic intervention categories.

Taken together, these activities form the basis for the planning and implementation of the district's EL Outcomes Program Action Plan and Budget. There will be an in-depth overview of all tasks and processes as well as scheduled check-ins along the way to support identified districts as they complete the plan.

Organization of the Template

This template provides a framework for districts as they develop their new or revised local EL plans. The first section, District Assurances, provides an opportunity for districts to affirm compliance with state and federal requirements, and to request support from ODE as needed.

The second section of the ML/EL District Plan guides districts to describe their practices in each key area and incorporates inquiry stems employed by the EL Outcomes Program to gather perspective and information that will aid in root cause analysis and systemic interventions identification to develop local action plans. Information about the legal requirements and guidance from the state's Multilingual Learners Strategic Plan is incorporated throughout, as well as relevant resources and tools to support districts with their plan development.

District Assurances: Smartsheet Link

The district assurances are included as a check box instead of the district providing a written narrative. These items address systems that districts typically have in place. Select "Yes" if the district is addressing this activity or "ODE support requested" if the district would appreciate support with this item. The "ODE support requested" response will assist ODE staff in partnering with each district with their instructional program implementation.

Section 1. Identification of Multilingual English Learners

District Assurances required, check all that apply	**Yes**	**ODE Support Requested**
Oregon Language Use Surveys are administered to all incoming students upon registration.	**XX**	
ELPA screeners are administered to students within 30 calendar days of enrollment at the beginning of the school year, or 14 calendar days once the school year has begun.	**XX**	
Parent Notification letters are provided to students' families within 30 calendar days of enrollment.	**XX**	
Parent Notification letters include all federally required elements, including the language instructional program their child will be participating in and the rights of the parent/guardian to decline to enroll their child in the program. (ESSA Title I, Section 1112(e)(3)(A))	**XX**	

Section 2: Instructional Programming and Staffing

District Assurances required, check all that apply	**Yes**	**ODE Support Requested**
All students are assigned to both a core-content program and a language instruction service model.	**XX**	
The language proficiency of each student is considered when determining which language service model the district will provide the student.	**XX**	
All teachers have a valid Oregon teaching license and ESOL (English to Speakers of Other Languages) endorsement (if required for the position by the Teachers Standards and Practices Commission (TSPC).	**XX**	

All teachers in the EL instructional program without an ESOL endorsement have had training in instructional methods proven effective with EL students. These teachers do not provide EL instruction more than the Teachers Standards and Practices Commission (TSPC) permitted instructional hours by staff without an ESOL endorsement.	XX	
All teachers in the EL instructional program are fluent in English and any other language used for instruction, including having written and oral communication skills.	XX	

Section 3. Assessment and Progress Monitoring for Current Students

District Assurances required, check all that apply	Yes	ODE Support Requested
Parents/guardians are provided ELPA and state content test results in languages they can understand.	XX	
Parents/guardians are notified of the testing schedule before the assessments start.	XX	
District staff process "opt-outs" (for ELA/Math state assessments) and parent/guardian requests for exemption (for ELPA/Science assessments) in a manner consistent with Oregon's Test Administration Manual.	XX	
The district uses the Oregon Department of Education (ODE) provided Test Administration Manuals and Training Materials.	XX	
Oregon state assessments (ELPA, ELA, Math, Science, etc...) are administered by trained staff.	XX	
Domain exemptions are available to students with an IEP or 504 plans as assessment accommodation where domain exemptions are appropriate.	XX	
Alt ELPA is available to students with significant cognitive disabilities.	XX	
Test administrator assurance forms are stored annually in a secure environment. These forms are located on the Assessment Administration page.	XX	
A district test coordinator inputs and monitors assessment accommodations/modifications/domain exemption coding in the Test Information Distribution Engine (TIDE).	XX	

Section 4. Monitoring exited students

District Assurances required, check all that apply	Yes	ODE Support Requested
Parents/guardians must be informed of the desire to return a monitored EL/ML student to the EL Instructional program, and they must agree to this return to the EL instructional program.	XX	
Students that score proficient on ELPA (English Language Proficiency Assessment) summative are exited from the EL instructional program.	XX	
District staff monitor the implementation of the district monitoring processes (exited and waiver students) to ensure that student progress is routinely reviewed.	XX	
District provides instructional interventions for monitored ELs and ELs with parent/guardian waivers if needed	XX	

Section 5. Equitable program access

District Assurances required, check all that apply	Yes	ODE Support Requested
When an EL is suspected of having a disability, the disability evaluation is administered within required timelines once required notices have been provided and parental consent has been obtained.	XX	
The reason for the disability evaluation is based on the student's suspected disability and need for disability related services, and not on the student's ELP.	XX	
The evaluation uses appropriate methods to measure the student's abilities and not the student's English language proficiency.	XX	
The district reviews the student's language abilities in both English and the primary home language to provide evaluations whose results would be beneficial to instructional decisions.	XX	
The IEP or Section 504 team include participants who have knowledge of: the student's language needs, training in special education, training in appropriate related services, and	XX	

professionals with training in second language acquisition or EL instructional services.		
The parents/guardians have been invited to participate in the planning process (of their student's IEP) and informed of their rights, in a language they understand.	XX	
A trained interpreter (including sign language if appropriate) and translated documents have been made available for parents/guardians when required (e.g., parent/guardian notices under Individuals with Disabilities Education Act (IDEA), or when determined necessary to ensure effective communication.	XX	
The IEP or Section 504 plan outlines when and by whom the accommodations, modifications, and supports in the IEP or Section 504 plan will be provided.	XX	
There is a formal plan to monitor the progress of ELs with disabilities regarding language and disability-based goals.	XX	
The student's general education teachers and related service providers have been made aware of the IEP or Section 504 services for the EL.	XX	
All students with EL status have equitable access to CTE (Career and Technical Education)/ advanced coursework (including but not limited to IB/AP).	XX	
All students with EL status have equitable access to TAG/ Title I-A/Magnet schools/bilingual programs as available in district schools.	XX	

Section 6. Family Engagement and Communication

District Assurances required, check all that apply	**Yes**	**ODE Support Requested**
The district provides parents/guardians school-related information they need in order to make informed decisions about their children's education (language assistance programs, special education and related services, Individualized Education Program (IEP) meetings, grievance procedures, notices of nondiscrimination, student discipline policies and procedures, registration and enrollment, report cards, requests for parent permission for student participation, etc...) in languages the parents/guardians can understand.	XX	
The district has a process for determining, (1) if parents and guardians need language assistance and (2) the primary language of parents/guardians.	XX	

The district provides language assistance to parents/guardians with appropriate, competent staff or appropriate and competent outside resources.	**XX**	
The district: Does not use students, siblings, friends, minors, and untrained staff members as qualified translators or interpreters, even if they are bilingual. All interpreters and translators, including staff acting in this capacity, are: ● proficient in the target languages; ● have knowledge of specialized terms or concepts in both languages; ● are trained in the role of an interpreter or translator, ● the ethics of interpreting and translating, ● the need to maintain confidentiality.	**XX**	
The district provides the Oregon Language Use survey in languages parents/guardians can understand.	**XX**	

Section 7. Program Evaluation

District Assurances required, check all that apply	**Yes**	**ODE Support Requested**
The district understands and is compliant with annual evaluations of the implementation of its ML/EL instructional program.	**XX**	
The district annually reviews its identification process and has addressed any identified concerns related to its implementation.	**XX**	
The district annually reviews the EL exiting process and addresses any concerns related to its implementation.	**XX**	
The district annually reviews its monitoring process for exited and waived ELs to ensure that the district has followed its monitoring processes. The district has addressed any identified concerns related to the implementation of the process.	**XX**	
The district annually reviews its staffing for the ML/EL instructional program to determine: Language diversity of the students and the number of staff supporting the language diversity.	**XX**	

Ethnic diversity of the students and number of staff with similar ethnic diversity. Bilingual abilities of the staff. The district has addressed any identified needs.		
The district annually reviews its instructional materials for the ML/EL instructional program to determine: Instructional materials support ethnic diversity of enrolled students. Multicultural instructional materials are available for all content areas. Instructional materials are supportive of multilingual diverse cultures and communities. The district has addressed any identified needs.	**XX**	
The district annually reviews the ML/EL student population and determined any changes in instructional needs due to: ● Recent arrivers (including refugees, unaccompanied, etc.) ● Long Time ELs ● ELs with IEPs (Individual Educational Plan) ● Increase/decrease in populations ● Language diversity ● Ethnic diversity ● Other identified needs	**XX**	
The district annually reviews the participation of ML/EL parents in school/district decision making groups and the practices used to recruit parents to be involved in these groups. The district has addressed any identified needs.	**XX**	
The district annually compares the percentage of students with ML/EL status having IEPs (Individual Educational Plan) as compared to Never ELs having IEPs (Individual Educational Plan).	**XX**	
The district annually compares the percentage of students with ML/EL status also having TAG (Talented and Gifted) status to Never ELs having TAG (Talented and Gifted) status.	**XX**	
The district annually compares the outcome data of ELs (including monitored ELs) progress on state content assessments (ELA/Math) compared to the data of Never ELs.	**XX**	

The district annually reviews the outcome data (OTELP) of ELs progress in learning English.	**XX**	
The district annually compares the outcome data of former ELs (monitor and post-monitor) progress on state content assessments (ELA/Math) compared to the data of Never ELs.	**XX**	
The district annually compares attendance rates for ELs and compares these rates to Never ELs.	**XX**	
The district annually compares discipline data for ELs and Never ELs.	**XX**	
The district shares the above data reviews with educators (including EL specialists, classroom teachers, special education specialists, academic advisors, academic advisors, building level administrators, district level administrators, and school board members) annually.	**XX**	

ML/EL District Plan

Section 1. Identification of Multilingual English Learners

Legal Requirements and Guidance for Identification of English Learners

- States must have a standard EL identification process across all LEAs (local education agencies). (ESSA Sec. 3113(b)(2))
- School districts must have procedures in place to accurately and timely identify students whose primary home language is other than English and determine if the student qualifies as an EL through a valid and reliable assessment (Dear Colleague Letter, Jan 2015).
- School districts must administer the ELPA identification screener to all qualifying students as identified by the required Oregon Language Use Survey. (ESSA Title III – statewide identification – ESSA 3111 (2) (A)
- ELPA identification screener must be administered by a trained staff member (OAR Test Administration Manual).
- Parents/guardians must be notified within 30 calendar days of their student being identified as EL by communication in a language parents/guardians can understand (ESSA Title I, Section 1112(e)(3)(A).

District Plan for Identification of English Learners

1. Describe the district's process for identifying the language backgrounds of students arriving in your school/district, including administration of the Language Use Survey.

Implementation and Use of the LUS

Eagle Point School District began using the newly approved Language Use Survey (LUS) in 2017–18 and updated it for use during online registration in 2025-2026, based on the Oregon Department of Education's approved wording.

- All newly enrolling students (and their parents/guardians) contact the school to obtain an access code for online registration.
- The online enrollment system includes the LUS, which every parent or guardian completes before the student begins school.
- The LUS is available in English and Spanish, and interpreters are available in the district to support families who need assistance.

English Learner Identification Steps

English Learner Identification Steps	Personnel Responsible	Timeline for Each Step
Ensure that each registrar completes the Language Use Survey (LUS) during online registration (available in English and Spanish or can be translated into other languages)	Registrar/Office Staff	Immediately upon registration
Assist registrant or provide assistance and contact available language services for interpretation support for completing Registration and LUS. Computer/iPads are available for registration in every school building.	Office staff (and/or live personnel trained in registration procedures)	Immediately upon registration (if needed or upon request)
Following registration, if a language other than English is documented on the LUS (Q 1-3) and/or the student has a Native American/Alaskan Background the Student Information System (SIS) will alert office staff if a potential English Learner in the bucket. (The flag is located under Registration Flags/Programs.) 	Office staff	Immediately upon registration completion
SIS will archive LUS answers in student Cum file	SIS	Immediately upon registration completion
Flagged potential English learners are forwarded to the ELD teacher/staff in the building.	Office staff trained in LUS	Within on day and completion of pulling student in from registration
Evaluate LUS to determine if a student needs to be screened for English proficiency. There is a public list (EL Query) in our SIS to locate all LUS responses for new students. ODE LUS Survey Rubric gives guidance on screening requirements.	EL Teacher or staff trained in LUS	Within two days of receiving LUS
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
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 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
Home Language and Home Communication are automatically entered into the student information system upon completion of registration. After interview with parent/guardian and if LUS fields need to be	Office staff trained in database entry ELD staff interview	Within 5 days of receiving LUS

corrected due to incorrect indication during registration on the enrollment form/LUS.	parent/guardian when LUS indicates the need or additional information indicates the need	

The procedure used to identify potential English Learners (referring to newly registered not 2-J potential EL) 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:

Quality Assurance and Follow-Up Procedures

- **Teacher referrals**: If a teacher believes a student was misidentified (either English-only or EL), they must refer the student to the building's EL teacher for review. EL teacher will investigate and inform the District EL Coordinator of findings. See Erroneously Identified Procedure.
- **Parent referrals**: If a parent disputes their student's language identification, the EL teacher will investigate and inform the District EL Coordinator of findings. See Erroneously Identified Procedure.
- **Transfer students**:
    - It is the responsibility of the building ELD teacher to follow up with the previous district to determine exiting status (whether the student was able to show English language master 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.
        - For in-state transfers, if prior records show EL identification, the student is considered an EL until status is verified.
        - For out of state transfers prior school records, including tests from out of the state, can inform ELD staff; The district follows the procedure below:

1. Enrollment Intake

☐ Collect previous school records immediately.

☐ Check for EL status documentation (identified, exited, or unknown).

☐ Review prior ELPA/Screener results or equivalent state assessment.

2. Determine EL Status

If student has current EL status in another state:

☐ Assign Oregon EL status as “Continuing.”

☐ Administer ELPA Summative during next testing window.

If student exited EL status in another state:

☐ Do not assign EL status.

☐ Determine if the 4-year monitoring cycle was completed.

☐ If not completed → continue monitoring until cycle ends.

☐ If completed → monitor for 1 additional year in Oregon.

If EL status is unknown:

☐ Complete Language Use Survey (LUS).

☐ If indicated → administer ELPA Screener within 14 (or 30 if start of the year) days.

☐ Use Screener results to establish EL status.

3. Testing & Quality Assurance

☐ Ensure all test administrators complete ODE ELPA training.

☐ Follow Test Administration Manual for security and validity.

☐ Document accommodations per the ELPA Accessibility Guidelines.

☐ Verify data entry (EL start date, codes, test scores) in SIS.

☐ Use ELPA Standards Report for performance analysis.

4. Follow-Up & Monitoring

☐ Maintain annual progress monitoring for former ELs.

☐ Provide intervention or re-entry testing if academic decline occurs.

☐ Archive all documentation (LUS, Screener results, records) in student file.

5. Program Oversight (School Level)

☐ Include ELPA steps in enrollment and records workflows.

☐ Designate a staff lead for record verification and monitoring logs.

☐ Review data quarterly to ensure compliance and equity.

- For out-of-state transfers, prior records prompt administration of the ELPA Screener to determine eligibility

Summary

In summary, Eagle Point School District's identification process ensures that:

- Every student and/or their family completes a Language Use Survey at enrollment.
- Responses are reviewed promptly using ODE's state-approved procedures.
- EL teachers verify and follow up with families within strict timelines.
- Synergy serves as the central tool for documentation, alerting, and tracking.

2. Identify the district staff responsible for working with families to complete the Language Use Survey.
   - ☑ District licensed/certified professional (for example, English learner program coordinator, bilingual specialist)
   - ☑ District support staff (for example, secretary, school enrollment/registration personnel)
   - ☑ School licensed/certified professional (for example, English learner teacher, classroom teacher, counselor)
   - ☑ School support staff (for example, secretary, parent/community liaison, paraprofessional). Parents/guardians complete the form independently (for example, the district provides a link to an online home language survey and parents/guardians complete it at home)
   - ☑ Other (specify) Translator (as needed)

3. How are families informed about the English Learner identification process, including the purpose and use of the Oregon LUS?
   - ☑ A multitiered communication system is in place to assure families have clarity on the process and the outcomes of the assessments administered.
   - ☐ Our system has a welcome center which guides families through the process, using interpreters as necessary for clear communication throughout the process.
   - ☐ Families are notified in writing if a written translation is not provided. An oral interpretation is made available whenever needed.
   - ☑ ELPA screening results and program eligibility (including waiver options) is communicated to families via a letter, interpreters are available via phone for questions and clarifications

☐ Other: _____

4. Identify how the Oregon Language Use Survey (LUS) is administered.
   - ☐ Paper survey (including a form downloaded from district website)
   - ☑ Online survey via computer, tablet, or another electronic device
   - ☐ Verbal survey administration for all families
   - ☑ Verbal survey administration for select families (for example, low literacy, non–English speaking, disability) or if requested
   - ☐ Other (specify) _____

5. Describe the district's process for reviewing the Oregon Language Use Survey (LUS) information and ensuring that all students are screened in accordance with the federal time requirements within 30 days of enrollment.

District Process for Reviewing the Oregon Language Use Survey (LUS) and Ensuring Timely Screening

Eagle Point School District reviews the Oregon Language Use Survey (LUS) through a clearly defined, multi-step process designed to ensure that all students are screened for English proficiency within federally required timelines.

1. **Automatic Flagging in Synergy**
   When families complete the LUS during online registration, their responses are automatically stored in the Student Information System (SIS). The system archives all LUS responses and alerts office staff when a language other than English is listed, flagging the student as a potential English Learner (EL).
2. **Review by EL Staff**
   Within one day of receiving a flagged LUS, office staff forward the information to the school's EL teacher or EL support staff. The EL teacher reviews the survey to determine whether the student should be screened for English proficiency, following Oregon Department of Education guidelines.
3. **Clarification with Families (if needed)**
   If the LUS responses are incomplete or unclear, the EL teacher or EL staff follow up with the parent or guardian—using interpreter support if needed—to verify the information before proceeding with screening.
4. **Transfer Student Verification**
   - For in-state transfers, students previously identified as ELs remain eligible until their exit status is verified with the prior district.

- For out-of-state transfers, students identified as potential ELs are scheduled for immediate screening with the state-approved ELPA Screener.

Ensuring Screening Within 30 Days of Enrollment

- **Timelines:**
  If a student enrolls at the beginning of the school year, all screenings, placements, and parent notifications occur within 30 calendar days. Students who enroll after the start of the school year are screened and placed within 14 school days.
- **Screening Tools:**
  The district uses the state-approved ELPA Screener to assess students' English proficiency.
- **Monitoring and Compliance:**
  The district monitors compliance through Synergy by tracking enrollment dates, survey completion, and screening timelines. Regular audits are conducted to ensure that all students are screened in accordance with the federal 30-day requirement.

Summary

Eagle Point SD9 ensures timely and compliant EL identification through a coordinated process that includes:

- Immediate electronic flagging of potential ELs through Synergy.
- Prompt review and screening by trained EL staff.
- Clear communication and verification with families.
- Consistent monitoring and auditing to maintain adherence to all state and federal timelines.

6. Describe the district's process for screening and recording results of the screener in the district's student record system.

District Process for Screening and Recording Screener Results

1. **Administration of Screeners**
   The district uses the ELPA Screener as the state-approved English language proficiency assessment. The assessment is administered by trained EL staff who

have completed all required district and state training for administering and scoring.

2. **Recording and Communication of Results**
   After screening, EL staff record whether the student qualified or did not qualify for EL services.

    - If the student qualifies:
        - A purple EL cumulative folder is created.
        - A placement letter is sent home in a language that parents can understand.
        - Results are entered electronically into the Student Information System (SIS) under EL Programs for district tracking and monitoring.
    - If the student does not qualify (DNQ):
        - The results are also entered into SIS and marked as DNQ.
        - The information is shared with the parents and the general education teacher and filed in the student's cumulative record.

3. **Access and Data Storage**
   All teachers who work with the student have access to the screener results through the SIS EL Programs. The EL teacher uses the results to determine appropriate program placement and instructional supports, and to communicate language needs with content teachers, counselors, academic advisors, and other relevant staff.

4. **Verification and Monitoring**
   Assessment dates for each screener are verified in the SIS's Assessment tab on the EL Programs page. The district performs periodic data reviews and audits to ensure timeliness and compliance with all state and federal requirements for identification, placement, and notification.

Summary

Eagle Point SD9 ensures accurate and compliant English Learner identification by:

- Administering the ELPA Screener through trained EL staff.
- Entering and maintaining all results in the SIS for accessibility and accountability.
- Creating and updating purple cumulative folders for identified students.

7. Describe how district staff are trained on the purpose and uses of the Oregon Language Use Survey and ELPA screener.

District Staff Training on the Oregon Language Use Survey (LUS) and ELPA Screener

Eagle Point School District ensures that all staff involved in the identification and screening of English Learners receive consistent, structured training on the purpose, use, and administration of both the Oregon Language Use Survey (LUS) and the ELPA Screener.

1. Training on the Language Use Survey (LUS):
   The EL Coordinator and technology trainer provide secretary training sessions ("InfoLinks") to review the LUS process, clarify responsibilities, and answer questions.
   ELD teachers are also trained to review online LUS submissions for discrepancies and to follow up on any inconsistencies between current and prior EL identification records.

2. Training on the ELPA Screener:
   The district has a comprehensive training plan that includes:
   - Participation in state testing security training for all ELPA screeners.
   - A review of ODE-provided training materials, supplemented by locally created guides developed by the EL Coordinator.
   - A four-part training sequence:
     1. Security and testing protocols.
     2. Completing the ELPA practice test as a student to understand the assessment interface.
     3. Best practices for administering the assessment.

3. Ongoing Monitoring and Support:
   Student information in Synergy is compared with the latest EL History Report from the Oregon Department of Education to confirm accuracy and ensure all potential English Learners have been screened.
   The EL Coordinator and Federal Programs Supervisor also provide refresher trainings and ongoing support throughout the school year to maintain compliance and ensure all staff stay current on state expectations and

assessment procedures.

Summary

Eagle Point SD9 provides consistent, layered professional development to ensure staff:

- Understand the purpose and use of the Oregon Language Use Survey.
- Are qualified and confident in administering and scoring the ELPA Screener.
- Follow clearly defined procedures monitored by the EL Coordinator and Federal Programs team to ensure accuracy, equity, and full compliance with state and federal guidelines.

8. Are there schools with at least 15 or more students in a particular grade K-5 who qualify for English Learner services who speak the same home language that could be potential sites for new dual language programs? If so, please describe below.

   The district has reviewed its elementary school populations and found that Table Rock Elementary School meets the criteria for a dual language program site.

   Table Rock Elementary serves a large concentration of English Learners who primarily speak Spanish at home, with well over 15 students per grade in the K–5 range qualifying for English Learner services (200+ at this time). Other elementary schools in the district, such as Hillside Elementary, Eagle Rock Elementary, and Lake Creek Learning Center, have significantly smaller English Learner populations and therefore are less viable candidates for new dual language programs.

   In summary, Table Rock Elementary is identified as the most suitable potential site for developing a dual language program due to its size, concentration of Spanish-speaking students, and existing English Language Development staffing. Of note, it already has an existing dual-language program, but has had a decreasing enrollment over time and has some small class sizes relative to other “general education” classes within the same school.

9. Describe the district’s process for enrolling students with disabilities (or suspected disabilities) when the ELPA (English Language Proficiency Assessment) screener may not be accessible. (EL data collection code 2-J)

Districts must use the Oregon Accessibility Manual (OAM) as a decision-making framework to ensure equitable access to the ELPA Screener for all students, including those with disabilities. Before testing, the EL, SPED, and testing teams review each student's needs, IEP/504 plans, and Language Use Survey results to determine necessary supports. The OAM outlines three tiers of supports: Universal Tools (available to all students), Designated Supports (provided based on individual need and documented in TIDE), and Accommodations (for students with IEPs or 504 plans). Districts should consult the ELPA Screener Accessibility Tables to confirm which supports are allowed or prohibited for each language domain, ensuring validity of results. If the student cannot access the Screener even with all allowable OAM supports, the district must document the determination collaboratively and report it using EL Data Code 2-J. All accessibility decisions must be documented, entered into TIDE, and communicated to trained test administrators. After testing, districts should verify that supports were implemented correctly and use the results to refine future accessibility planning.

When a student with a disability or suspected disability enrolls and the ELPA screener may not be accessible, the district follows a structured collaborative process to ensure accurate identification and appropriate placement.

Students who enroll with an existing Individualized Education Program (IEP) have the accommodations listed in their IEP applied to the administration of the English language proficiency assessment used to determine eligibility for English Learner services. For students who are recent arrivals and for whom a possible disability is suspected, English Learner specialists and Special Education specialists collaborate with parents, using an interpreter when necessary, to determine whether the administration of the English language proficiency assessment would yield valid results.

If it is determined that the student's disability prevents meaningful participation in the assessment, but the student meets the Primary Home Language Other Than English (PHLOTE) criteria, the student is identified as a potential English Learner. In these cases, the district initiates the Special Education pre-referral process to further assess the student's needs.

This approach ensures compliance with state data collection code 2-J and guarantees that students with disabilities or suspected disabilities are appropriately enrolled, supported, and identified for English Learner services through collaboration between EL staff, Special Education staff, and parents

Resources for Identification of English Learners

- See ESSA Section 1112(e)(3)(A)
- See ESSA Section 3113(b)(2)
- Mesoamerican Language Guidance

Section 2. Instructional Programming and Staffing

Legal Requirements and Guidance for High Quality Instructional Programming

- School districts must provide EL students with effective Language Instruction Education Programs (LIEPs). Dear Colleague Letter, OAR 581-023-0100(4)OAR 581-023-0100(4)
- LIEPs must ensure EL students access grade-level academic standards or core content area courses ESSA Title III 3102
- Increase the quality of instruction to meet the diverse strengths and needs of multilingual learners while reflecting and affirming their intersectional identities. Oregon Multilingual Learner Strategic Plan – Priority area 2, Goal 2
- Students designated as English learners have equitable access to grade-level academic courses, accelerated learning, career connected learning opportunities, and enrichment opportunities. Oregon Multilingual Learner Strategic Plan – Priority 2, Goal 4.
- Oregon educational entities implement high-quality dual language programs that prioritize students designated as English learners. Oregon Multilingual Learner Strategic Plan – Priority 4, Goal 1. Section 3: Assessment and Progress Monitoring
- Districts must ensure that it is providing appropriate licensed staff, instructional materials, supplies and materials to support their EL instructional program under the OAR 581-023-0100 (4).
- Districts must address the Title III purposes under ESSA SEC. 3102.Title III [20 U.S.C. 6812] with regard to implementation of the EL instructional program and professional learning.
- Districts must ensure that their instructional program is supported by educators whose licenses and endorsements meet these TSPC OARs. OAR 584-220-0075 English to Speakers of Other Languages Endorsement Requirement and OAR 584-210-0160 (2) (a) Teaching assignments that exceed 10 hours per week in one subject-matter area without the appropriate subject-matter endorsement. – Endorsement Requirement
- Districts are required under ESSA SEC. 3116 Title III. [20 U.S.C. 6826] to ensure that all educators in any language instruction education program are fluent in English and any other language used in instruction. Fluent refers to both oral and written communication.
- Oregon districts recruit, hire, retain, and advance multilingual educators of color who mirror the intersectional identities of students designated as English learners. Oregon Multilingual Learner Strategic Plan - Priority 3, Goal 1

- In-service teachers, administrators, and school staff members engage in ongoing, high-quality professional learning to support multilingual learners. Oregon Multilingual Statewide Strategic Plan - Priority 3, Goal 3

District Plan

After reviewing your district's most recent data for ELA/Math/Graduation Rate/OTELP, determine your district's educational goals for multilingual ELs. Format each goal as a SMART goal (Specific, Measurable, Attainable, Realistic, and Timely).

Elementary K-5 (required all districts)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)
By June 2028, our district will increase the percentage of elementary Multilingual Learners On Track to English Language Proficiency from 55.5% to 60%.	**ELA** - By June 2028, the percentage of elementary (K–5) Multilingual Learners meeting or exceeding grade-level expectations in English Language Arts will increase by at least 5 percentage points, as measured by district-adopted literacy assessments and state ELA indicators. **Math** - By June 2028, the percentage of elementary (K–5) Multilingual Learners demonstrating grade-level proficiency in mathematics will increase by at least 5 percentage points, with a specific focus on mathematical discourse, vocabulary development, and explanation of reasoning.

Middle 6-8 (required all districts)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)
By June 2028, Eagle Point SD 9 will increase the percentage of middle school (Grades 6–8) Multilingual Learners who are On Track to English Language Proficiency from 26.2% to at least 30%, as measured by the state's On Track to ELP indicator.	**ELA** - By June 2028, the percentage of Grades 6–8 Multilingual Learners meeting or exceeding grade-level expectations in English Language Arts will increase by at least 5 percentage points, as measured by state ELA assessments and district literacy measures, with particular emphasis on academic writing, comprehension of complex text, and structured academic discourse.

	Math - By June 2028, the percentage of Grades 6–8 Multilingual Learners demonstrating grade-level proficiency in mathematics will increase by at least 5 percentage points, as measured by state math assessments and district benchmarks, with a focus on mathematical reasoning, use of academic language, and written and oral explanation of problem-solving processes.

High 9-12 (required by all districts with High Schools)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)	Graduation Goal
By June 2028, Eagle Point SD 9 will increase the percentage of Grades 9–12 Multilingual Learners who are On Track to English Language Proficiency from 26.2% to at least 30%, as measured by the state's On Track to ELP indicator.	**ELA** - By June 2028, the percentage of Grades 9–12 Multilingual Learners meeting or exceeding grade-level expectations in English Language Arts will increase by at least 5 percentage points, as measured by state ELA assessments and district literacy measures, with emphasis on academic writing, comprehension of complex texts, and evidence-based argumentation. **Math** - By June 2028, the percentage of Grades 9–12 Multilingual Learners demonstrating grade-level proficiency in mathematics will increase by at least 5 percentage points, as measured by state math assessments and district benchmarks, with a focus	By June 2028, Eagle Point SD 9 will increase the five-year graduation rate for Ever English Learners from 83.0% to at least 88%, while maintaining or improving on-time credit accumulation and access to diploma-required coursework.

	on mathematical reasoning, academic vocabulary, and written and oral explanation of problem-solving processes.	

Newcomer 6-8 (if applicable)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)
By June 2028, Eagle Point SD 9 will increase the percentage of Grades 6–8 Newcomer (Recent Arriver) Multilingual Learners who are On Track to English Language Proficiency to at least 45%, as measured by the state's On Track to ELP indicator and ELPA domain growth.	**ELA** - June 2028, the percentage of Grades 6–8 Newcomer Multilingual Learners demonstrating growth toward grade-level expectations in English Language Arts will increase by at least 5 percentage points, as measured by district literacy assessments, ELPA Reading and Writing domains, and progress-monitoring tools, with emphasis on reading comprehension, academic vocabulary, and structured writing. **Math** - By June 2028, the percentage of Grades 6–8 Newcomer Multilingual Learners demonstrating proficiency or significant growth in mathematics will increase by at least 5 percentage points, as measured by district math benchmarks and progress-monitoring assessments, with a focus on mathematical vocabulary, reasoning, and oral and written explanation of problem-solving processes.

Newcomer 9-12 (if applicable)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)	Graduation Goal
By June 2028, Eagle Point SD 9 will increase the percentage of Grades 9–12 Newcomer (Recent Arriver) Multilingual Learners who are On Track to English Language Proficiency to at least 40%, as measured by the state's On Track to ELP indicator and ELPA domain growth.	**ELA** - June 2028, the percentage of Grades 9–12 Newcomer Multilingual Learners demonstrating growth toward grade-level expectations in English Language Arts will increase by at least 5 percentage points, as measured by district literacy assessments, ELPA Reading and Writing domains, and course-based performance indicators, with emphasis on academic writing, comprehension of complex texts, and evidence-based argumentation. **Math**- By June 2028, the percentage of Grades 9–12 Newcomer Multilingual Learners demonstrating proficiency or significant growth in mathematics will increase by at least 5percentage points, as measured by district math benchmarks, course completion data, and progress-monitoring assessments, with a focus on mathematical reasoning, academic vocabulary, and oral and written explanation of problem-solving processes.	By June 2028, Eagle Point SD 9 will increase the five-year graduation rate for Grades 9–12 Newcomer (Recent Arriver) Multilingual Learners to at least 85%, while ensuring equitable access to diploma-required coursework and maintaining progress toward English language proficiency.

Students with IEPs (Individual Educational Plan) (if applicable)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)	Graduation Goal
By June 2028, Eagle Point SD 9 will increase the percentage of Grades 9–12 Multilingual Learners with IEPs who are On Track to English Language Proficiency from the current baseline to at least 30%, as measured by the state's On Track to ELP indicator and ELPA domain growth, while ensuring appropriate accommodations aligned to students' IEPs.	**ELA** - By June 2028, the percentage of Grades 9–12 Multilingual Learners with IEPs demonstrating growth toward grade-level expectations in English Language Arts will increase by at least 5 percentage points, as measured by state ELA assessments (with appropriate accommodations), district literacy measures, and IEP-aligned progress monitoring, with emphasis on academic writing, reading comprehension, and structured language supports. **Math** - By June 2028, the percentage of Grades 9–12 Multilingual Learners with IEPs demonstrating grade-level proficiency or significant growth in mathematics will increase by at least 5 percentage points, as measured by state math assessments (with accommodations), district benchmarks, and course completion data, with a focus on mathematical reasoning, vocabulary development, and supported oral and written explanation of problem-solving processes.	By June 2028, Eagle Point SD 9 will increase the five-year graduation rate for Grades 9–12 Multilingual Learners with IEPs to at least 80%, while ensuring equitable access to diploma-required coursework, appropriate accommodations and services, and alignment between IEP goals and graduation pathways.

Districts identified for the EL Outcomes Program will receive support from ODE staff to develop a set of complementary high-impact goals that will guide the strategic planning for implementation of systemic interventions over the next four years of identification. For these districts, goals must reflect indicator areas where the district was identified from the EL Outcomes Data Profiles.

From the district Data Profile, identify and list the elementary and secondary grade indicators that are below the Notable Progress level and their level: limited or some progress.

District Data Profile and Longitudinal Data Profile

EL Outcomes Program Indicators

Elementary Indicators	Secondary Indicators
On Track to ELP (K-5) - Limited Progress Regular Attendance (K-5) - Some Progress Exclusionary Discipline (K-5) - Some Progress ELA Achievement (3-8) - Limited Progress Math Achievement (3-8) - Limited Progress	On Track to ELP (6-12) - Limited Progress Regular Attendance (6-12) - Some Progress Exclusionary Discipline (6-12) - Some Progress Least Restrictive Environment (6-12) - Limited Progress 5-Year Graduation (12th) - Some Progress Post-Secondary Enrollment (12th) - Some Progress

Per OAR 581-020-0613 the Comprehensive Needs Assessment for EL Outcomes Program identified districts "*will examine the root causes impacting student's performance and program quality and effectiveness. The evaluation must include, but not be limited to, program design, program model, instructional delivery strategies, curriculum, assessment, staff qualifications, staff training on culturally responsive instructional pedagogy and practices, and the level of engagement with ELL families and community.*"

1. In the table below, identify the schools in your district that implement the following core content program models. The same school may be listed more than once if it implements more than one program model.

Core Content Program Models - Access to on grade level core content

Program Model	**School(s) (indicate whether the school is elementary, middle, or high)**

Dual Language Program (Two-way or one-way): Dual language programs provide instruction in English and another language for at least 50% or more of the instructional time. Programs begin in kindergarten and continue through middle or high school to fully develop bilingual and biliterate proficiency.	Table Rock Elementary School (Spanish-English) is a two way immersion program, 90/10 program model. Students are learning both languages simultaneously, with being heavier in Spanish/less in English in lower grades and then transitioning to 50/50 in 4th/5th grade. We are 50/50 for Enrollment - meaning 50% are native english speakers and 50% are native spanish speakers; both are in the same classroom. Even though it is housed at TRE, we offer this program to any elementary student in the district.
Transitional Bilingual Programs (Early or late exit): Transitional bilingual programs use the student's primary language as a foundation to support English language development with 90% of initial instruction in the primary language, increasing English instruction systematically until all instruction is provided in English.	Table Rock Elementary School uses this model when we have a newcomer who primarily speaks and understands Spanish. We provide this support until they are ready to transition, typically after 1 year. They are welcome to stay in the Dual Language Program or transition to the regular program. Even though it is housed at TRE, we offer this program to any elementary student in the district.
Sheltered Instruction (English is the primary language of instruction): Content-Based Instruction (CBI) or "sheltered" instruction is used in classes using instructional strategies that support access to core content instruction. Some examples of this include GLAD, SIOP, and Constructing Meaning.	All Schools

Newcomer Program: The Newcomer Program provides specialized instruction to beginning level multilingual/English learners who have newly immigrated to the United States and may have limited or interrupted formal education or low literacy in their primary language. Typical program length ranges from one semester to one year for most students.	All Schools

2. Use the following table as reference to describe the district's instructional models for English language development in the subsequent table.

English Language Development Instructional Model – English language acquisition

The following ELD instructional models describe the different modes in which students with English learner services receive their English language development instruction.

Service Type	**Description**
Integrated ELD **'Push-in'**	English language development instruction is provided within the student's mainstream or content-area classroom. English language development standards are integrated with core-content standards. The following educators may provide this instruction: English Language Development (ELD) specialist who collaborates and co-plans with a core content or general education teacher. A core content teacher or general education teacher who collaborates and co-plans with an ELD specialist. A core content or general education teacher who has an ESOL (English to Speakers of Other Languages) endorsement may provide this language instruction in lieu of consultation with an ELD specialist. Students' progress with language proficiency is monitored by both the ELD specialist and the core-content or general education teacher.
Designated ELD	English language development instruction is provided outside of the classroom and EL students are removed from mainstream classroom for a

'pull-out'	portion of the day. This approach is more common in elementary school settings.
Designated ELD Class Period	English language development instruction is provided during a stand-alone class period, and students receive course credit for the class. This approach is more common in middle schools and high schools.
Newcomer ELD	English language development instruction is provided in a separate setting with 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 one year) after which they receive ELD instruction through integrated, designated or ELD class periods service types.

Elementary School English Language Development Instructional Services

Describe how ELD instruction is provided and describe how the instruction is differentiated for students at each language level. Include details on how students are grouped, when students receive ELD instruction, and where instruction takes place.

	Beginning Level **(0-2 years in program)**	**Intermediate Level** **(2-5 years in program)**	**Long-Term English Learners (LTELs)** **(5+ years in program)**
ELD Instruction Service Model(s):	• Daily Systematic ELD pull-out grouped by English proficiency and grade level when possible • Instruction scheduled to avoid core/SPED services	• Daily Systematic ELD pull-out grouped by proficiency • May include push-in ELD in core classes when appropriate • Continued eligibility for ELD services based on proficiency	• Continued Systematic ELD pull-out as needed based on proficiency • Targeted ELD support coordinated with classroom instruction • Strategic grouping and

	• May include push-in or 1:1 ELD if grouping is not effective • May include remote participation (Google Meet) if on-site grouping is not available	• May include remote participation (Google Meet) if on-site grouping is not available	clustering for academic language support • May include remote participation (Google Meet) if on-site grouping is not available
Core ELD Instructional Materials	• District-adopted Systematic ELD curriculum focused on explicit language development (listening, speaking, reading, writing) • Instruction aligned to ELPA language domains	• Same Systematic ELD curriculum, adjusted for increasing language complexity • Emphasis on academic vocabulary, sentence structure, and extended discourse	• Same Systematic ELD curriculum, with emphasis on academic language refinement • Focus on higher-order language skills needed for grade-level content
Supplemental ELD Instructional Materials	• Visual supports, sentence frames, graphic organizers • Technology-based language supports as available • Native-language supports when appropriate and available	• Supplemental literacy supports aligned to ELD goals • Technology-based tools to reinforce vocabulary and language structures	• Targeted language supports embedded in academic tasks • Supplemental materials focused on closing persistent language gaps

Middle School English Language Development Instructional Services

Describe how ELD instruction is provided and describe how the instruction is differentiated for students at each language level. Include details on how students are grouped, when students receive ELD instruction, and where instruction takes place.

	Beginning Level **(0-2 years in program)**	**Intermediate Level** **(2-5 years in program)**	**Long-Term English Learners (LTELs)** **(5+ years in program)**
ELD Instruction Service Model(s)	• Dedicated ELD class period assigned by proficiency level • Push-in support prioritized for content classes when appropriate • May include remote participation (Google Meet) if on-site grouping is not available	• ELD class period aligned to proficiency • May include ELD support labs or push-in services • SEI strategies used in core classes • May include remote participation (Google Meet) if on-site grouping is not available	• Continued ELD class period or support lab as needed • Strategic clustering in core classes (recommended ≤5 students) • Targeted push-in ELD support • May include remote participation (Google Meet) if on-site grouping is not available
Core ELD Instructional Materials	•District-adopted Systematic ELD curriculum aligned to ELPA domains • Instruction emphasizes foundational	• Same Systematic ELD curriculum with increased rigor • Focus on academic discourse, reading	• Same Systematic ELD curriculum, focused on academic language precision • Emphasis on discipline-specific language

	academic language	comprehension, and writing	
Supplemental ELD Instructional Materials	• Visual supports, structured talk routines, sentence frames •Technology-based language development tools	• Supplemental literacy supports connected to content areas • Vocabulary and writing supports embedded in instruction	• Targeted academic language interventions • Supplemental materials aligned to core content demands

High School English Language Development Instructional Services

Describe how ELD instruction is provided and describe how the instruction is differentiated for students at each language level. Include details on how students are grouped, when students receive ELD instruction, and where instruction takes place.

	Beginning Level **(0-2 years in program)**	**Intermediate Level** **(2-5 years in program)**	**Long-Term English Learners (LTELs)** **(5+ years in program)**
ELD Instruction Service Model(s)	• ELD class period scheduled by proficiency level • May include ELD support lab for additional academic language support • Push-in support to core content classes as needed	• ELD class period or support lab aligned to proficiency • SEI strategies embedded in diploma-required coursework	• Continued ELD services as needed based on proficiency • Strategic clustering in ELA and Social Studies • Push-in ELD support coordinated with content teachers

Core ELD Instructional Materials	•District-adopted Systematic ELD curriculum focused on survival and academic language • Aligned to ELPA domains and graduation access	• Same Systematic ELD curriculum with focus on academic writing and comprehension	• Same Systematic ELD curriculum, emphasizing advanced academic language and discourse
Supplemental ELD Instructional Materials	• Visual supports, sentence frames, bilingual tools as available	• Supplemental academic literacy materials • Writing and vocabulary supports aligned to coursework	• Targeted language supports tied to graduation requirements • Supplemental materials addressing persistent language gaps

3. Describe your district's alternative and/or charter schools and their ELD instruction service model(s). Include these models based on EL Proficiency Level(s) if applicable. (The district can copy the table above to include these schools if desired.)

Alternative Education in EPSD	**Beginning Level (0-2 years in program)**	**Intermediate Level (2-5 years in program)**	**Long-Term English Learners (LTELs) (5+ years in program)**
ELD Instruction Service Model(s)	• ELD pull out scheduled by proficiency level • May include ELD support lab for additional	• ELD class period or support lab aligned to proficiency • SEI strategies embedded in	• Continued ELD services as needed based on proficiency

	academic language support • Push-in support to core content classes as needed •Technology-based language supports	diploma-required coursework	• Strategic clustering in ELA and Social Studies • Push-in ELD support coordinated with content teachers
Core ELD Instructional Materials	•District-adopted Systematic ELD curriculum focused on survival and academic language • Aligned to ELPA domains and graduation access	• Same Systematic ELD curriculum with focus on academic writing and comprehension	• Same Systematic ELD curriculum, emphasizing advanced academic language and discourse
Supplemental ELD Instructional Materials	• Visual supports, sentence frames, bilingual tools as available •Technology-based language supports	• Supplemental academic literacy materials • Writing and vocabulary supports aligned to coursework	• Targeted language supports tied to graduation requirements • Supplemental materials addressing persistent language gaps

4. Describe components of the EL Program Model that have elements that affirm EL student identity**.** Identify components of your EL program containing racially/ethnically, culturally, and/or linguistically affirming elements and explain why/how.

Identity-Affirming Components of the Eagle Point SD 9 EL Program Model

Eagle Point School District 9's English Learner (EL) Program Model includes multiple components that affirm students' racial, ethnic, cultural, and linguistic identities. Informed by district data and program implementation, the district's approach reflects an asset-based orientation to multilingualism, equitable access to rigorous instruction, and responsiveness to students' diverse lived experiences.

Asset-Based English Language Development

The district provides systematic English Language Development aligned to students' English language proficiency levels and the four language domains of listening, speaking, reading, and writing. This model frames language acquisition as a developmental and expected process rather than a deficit. By grouping students based on instructional language needs and progress toward proficiency, the EL program affirms multilingualism as an academic asset and supports students in building on their existing linguistic knowledge.

Linguistic Affirmation Through Primary Language Supports

The district recognizes the instructional and cultural value of students' primary languages. Bilingual staff, translated materials, interpretation services, and technology-based supports are used to promote access to instruction and effective communication with families. The district also offers dual language programming at the elementary level, which affirms bilingualism and biliteracy. These practices validate students' home languages and cultures as strengths that support English language development.

Sheltered English Instruction and Access to Core Content

EL students receive instruction through sheltered English instructional practices embedded within core academic classrooms. Teachers implement language objectives, visual supports, structured academic talk, and instructional scaffolds to ensure EL students can meaningfully engage in grade-level curriculum. This approach affirms EL students' identities by maintaining high academic expectations and ensuring access to rigorous content rather than removing students from instruction due to language status.

Differentiated Supports for Newcomers and Long-Term English Learners

The EL Program Model provides differentiated supports for Recent Arrivers and Long-Term English Learners based on students' educational histories and language development trajectories. District data identifies both groups as present within the EL

population, and services are adjusted accordingly through targeted grouping, strategic clustering, and additional instructional supports as needed. This differentiation affirms EL students by recognizing that they are not a monolithic group and that their cultural, educational, and migration experiences shape their learning needs.

Family Engagement and Communication

The district prioritizes culturally and linguistically responsive family engagement by providing translation and interpretation services to ensure families can meaningfully participate in school communication and decision-making. Engaging families in languages they understand affirms students' cultural identities and recognizes families as essential partners in their children's education.

Equity-Focused Data Use and Accountability

District data is disaggregated by English learner status and related factors such as poverty, disability, mobility, migrant status, and long-term language development. This data is used to identify systemic instructional and programmatic needs rather than attributing outcomes to student characteristics. This equity-focused approach affirms EL students by placing responsibility for improvement on district systems and instructional practices.

5. Describe how the district provides targeted, research-based literacy support to students designated as English learners.

Targeted, Research-Based Literacy Support for English Learners

Eagle Point School District provides targeted, research-based literacy support to students designated as English learners through a combination of explicit English Language Development (ELD), sheltered literacy instruction in core content classes, and differentiated interventions aligned to students' language proficiency levels and literacy needs.

Explicit English Language Development Focused on Literacy

English learners receive systematic English Language Development instruction that explicitly targets the language skills necessary for literacy development, including reading comprehension, academic vocabulary, sentence structure, and writing.

Instruction is aligned to the four language domains of listening, speaking, reading, and writing, with a particular emphasis on the literacy demands of academic texts. Students are grouped for ELD based on English language proficiency to ensure instruction is appropriately targeted and responsive to individual language development needs.

Sheltered Literacy Instruction in Core ELA and Content Classes

In addition to designated ELD time, English learners receive literacy instruction through sheltered English instructional practices embedded in English Language Arts and other content-area classrooms. Teachers implement research-based strategies such as clear language objectives, explicit vocabulary instruction, use of visual supports, structured academic talk, and scaffolding of complex texts. These practices allow English learners to engage in grade-level literacy tasks while receiving the language supports necessary to access and comprehend instruction.

Differentiated Literacy Supports by Student Need

The district differentiates literacy supports for English learners based on language proficiency level, time in program, and academic need. Newcomers receive intensive language and literacy support that emphasizes foundational academic vocabulary, comprehension strategies, and structured opportunities for oral language and writing. Intermediate English learners receive instruction focused on expanding academic language, analyzing increasingly complex texts, and producing extended written responses. Long-Term English Learners receive targeted literacy support designed to address persistent gaps in academic language, reading comprehension, and writing, often through additional instructional time, strategic grouping, or literacy-focused support classes.

Integration of Literacy and Language Development

Literacy instruction for English learners is intentionally integrated with language development rather than treated as a separate intervention. Instructional practices emphasize reading, writing, speaking, and listening in meaningful academic contexts, supporting students' ability to apply literacy skills across content areas. This integrated approach is supported by ongoing progress monitoring using language proficiency data, literacy assessments, and classroom-based evidence to adjust instruction as needed.

Use of Data to Target Support

The district uses multiple data sources, including English language proficiency data and literacy achievement measures, to identify students in need of additional literacy support and to monitor progress over time. This data-informed approach ensures that literacy supports are targeted, timely, and responsive to students' evolving needs rather than applied uniformly.

6. In the following table, identify the number and qualifications of ELD teachers, ELD instructional assistants, and other staff who work with multilingual learners/ELs.

	Number of ELD teachers and their qualifications	Number of ELD Instructional Assistants	Describe other staff who work with ML/EL students (if applicable)
Elementary School(s)	Table Rock ES - 3.0 FTE Hillside ES - 0.5 FTE Eagle Rock ES - 0.5 FTE Shady Cove School - 0.33 FTE * All with Oregon Teaching License w/ ESOL endorsement	Table Rock ES - 3 FTE Hillside ES - 1.0 FTE	Instructional coaches (math/reading/intervention) support program work and materials; ESOL teachers collaborate with content teachers; bilingual classified staff support instruction and also contribute to interpretation/translation capacity.
Middle School(s)	Eagle Point MS - 0.33 FTE White Mountain MS - 1.0 FTE * All with Oregon Teaching License w/ ESOL endorsement	White Mountain MS - 2.0 FTE	Instructional coaches (math/reading/intervention) support program work and materials; ESOL teachers collaborate with content teachers; bilingual classified staff support instruction and also contribute to interpretation/translation capacity.

High School(s)	Eagle Point HS - 1.0 FTE URCEO 0.33 FTE * All with Oregon Teaching License w/ ESOL endorsement	Eagle Point HS - 2.0 FTE	Instructional coaches (math/reading/intervention) support program work and materials; ESOL teachers collaborate with content teachers; bilingual classified staff support instruction and also contribute to interpretation/translation capacity.
Charter School(s)	**N/A**	**N/A**	**N/A**
Alternate Program/ School(s)	URCEO 0.33 FTE		Instructional coaches (math/reading/intervention) support program work and materials; ESOL teachers collaborate with content teachers; bilingual classified staff support instruction and also contribute to interpretation/translation capacity.

7. Describe the extent to which district administrators and staff mirror the students and communities they serve. What systems of support exist for bilingual staff members?

Eagle Point School District serves a multilingual student population that reflects increasing racial, ethnic, cultural, and linguistic diversity, with Spanish as the most common home language among English learners. While district administrators and certificated staff do not fully mirror the demographics of the student population, the district has taken intentional steps to ensure students and families have access to culturally and linguistically responsive support.

The district's staffing most closely reflects the community within English Language Development services, where bilingual and bicultural competencies are prioritized. Bilingual instructional assistants and ELD-related staff provide direct instructional

support, assist with language access in classrooms, and support communication with families. These staff members also serve as cultural liaisons, helping bridge differences between home and school and affirming students' linguistic and cultural identities.

District leaders are responsible for ensuring equitable access and outcomes for multilingual learners and are supported by systems that emphasize culturally responsive practices and shared accountability for EL services across schools. Although leadership demographics may not fully reflect student demographics, administrators are expected to lead with an equity-focused approach.

The district supports bilingual staff through targeted hiring practices that identify bilingualism and bicultural experience as preferred qualifications, strategic placement of bilingual staff in high-impact roles, and collaborative structures that connect bilingual staff with ELD teachers and administrators. Bilingual staff are included in planning related to EL services and family engagement, reinforcing the value of their expertise.

Overall, Eagle Point School District continues to work toward increasing staff diversity while intentionally leveraging bilingual and bicultural staff as critical assets in meeting the needs of multilingual learners and their families.

8. Describe the structure for educators to plan effective learning experiences that meet the needs of multilingual English Learners. Include protected time for Tier 1/core-content instructional staff to consult and engage with ELD staff and any co-planning if appropriate.

Elementary Grades	**Secondary Grades**
Instructional Planning Structure	**Instructional Planning Structure**
At the elementary level, instructional planning for multilingual learners is structured to promote collaboration between Tier 1/core-content teachers and ELD staff. ELD teachers and instructional assistants coordinate with classroom teachers to align Systematic ELD instruction with core literacy and content instruction. This collaboration focuses on	At the secondary level, instructional planning for multilingual learners is supported through structured collaboration among ELD teachers, content-area teachers, academic advisors, and administrators. ELD teachers are scheduled into planning periods that allow for consultation with core-content staff, particularly in English

shared language objectives, vocabulary development, and scaffolds that support multilingual learners' access to grade-level standards. Elementary schools use grade-level team meetings and designated collaboration times as protected opportunities for classroom teachers to consult with ELD staff. During these planning structures, educators review student language proficiency data, discuss progress toward language and literacy goals, and plan instructional adjustments. ELD staff provide guidance on language supports, differentiation strategies, and appropriate grouping to ensure instruction is responsive to students' language development needs. Where appropriate, ELD staff also engage in informal co-planning with classroom teachers to support the integration of sheltered instructional strategies into Tier 1 instruction. This structure ensures that language development is embedded within daily instruction and not isolated from core learning experiences.	Language Arts, mathematics, and other language-intensive courses. Secondary planning structures emphasize alignment between designated ELD instruction and sheltered English instruction within content classes. ELD teachers support content teachers by helping identify language demands of coursework, develop language objectives, and design scaffolds that allow multilingual learners to access rigorous academic content. This collaboration often occurs during department meetings, professional learning communities, and student support team meetings. In addition, secondary schools use scheduling and progress-monitoring meetings as protected opportunities to coordinate supports for multilingual learners, including Newcomers and Long-Term English Learners. These structures allow educators to review language proficiency and academic data, plan targeted interventions, and ensure coherence across ELD, core instruction, and graduation requirements.

9. Provide a brief narrative about the kind of professional development opportunities teachers, administrators, and staff engage in that improve multilingual EL systems and support. Please make sure to include any training on Culturally Responsive Instructional Pedagogy.

   Eagle Point School District provides ongoing professional development for teachers, administrators, and staff to strengthen systems and instructional practices that support multilingual English Learners. Professional learning focuses on effective English Language Development, sheltered instructional strategies in core content, Sheltered English

Immersion Protocol (SIOP) training, and alignment between language development and academic instruction.

Teachers and instructional staff receive training on integrating language objectives, scaffolding academic language, using structured academic discourse, and differentiating instruction based on English language proficiency. ELD staff support this work through coaching and collaboration with classroom teachers.

Administrators participate in professional development focused on culturally responsive leadership, equity-centered decision-making, and accountability for multilingual learner outcomes. Across all roles, the district emphasizes Culturally Responsive Instructional Pedagogy, including asset-based approaches, inclusive classroom practices, and strategies that affirm students' cultural and linguistic identities.

These professional development efforts promote consistent implementation of effective practices and strengthen districtwide support for multilingual learners.

10. Indicate what the focus for professional development will be in the coming two years. [multiple choice, check all that apply]
    - ☐ Integrated ELD – Collaborative Co-Teaching
    - ☑ Dual language program implementation/improvement
    - ☑ Newcomer/Recently arrived students
    - ☑ Multilingual family engagement and communication
    - ☑ Language acquisition strategies
    - ☑ ELP progress monitoring/Data analysis
    - ☐ Racial equity
    - ☐ Culturally and linguistically responsive practices
    - ☑ Culturally Responsive Instructional Pedagogy and Practices
    - ☐ Other (write in)

11. Describe the district's professional development prioritization by staff role, position, or experience level in the table below (add additional rows as needed).

Professional development priority	Staff role/position	Staff experience level	Other identified criteria
1st Identified support PD: • SIOP (Sheltered Instruction Observation Protocol). 4 day training with SOESD, 10 staff	ELD Teachers; Teachers serving high numbers of ML/EL students (ELA, Math,	New to role or new to serving multilingual learners	Assigned to classrooms or programs with high EL enrollment;

attending 25/26 school year, and 10 planned for next (26/27) • Systematic ELD Training for new ELD teachers • Regional SELD Training via SOESD • Materials training for use of new materials • ESOL Endorsement and Advanced Credentialing supported by the district • Instructional coaching and support from D9 instructional coaches and EL coordinator • Working with content-level PLC's for supporting our EL students, with this, weekly PLC trainings during late starts	content areas); Instructional Assistants working directly with ELs		responsible for designated ELD or intensive language support
2nd Identified support PD: • SIOP (Sheltered Instruction Observation Protocol). 4 day training with SOESD, 10 staff attending 25/26 school year, and 10 planned for next (26/27) • Instructional coaching and support from D9 instructional coaches and EL coordinator • Working with content-level PLC's for supporting our EL students, with this, weekly PLC trainings during late starts	Core-content teachers (Tier 1) with multilingual learners; Special Education teachers serving dual-identified students	Early-career teachers or teachers new to sheltered instructional practices	Teaching language-intensive courses; serving Newcomers, LTELs, or students with interrupted formal education
3rd Identified support PD: • SIOP (Sheltered Instruction Observation Protocol). 4 day training with SOESD, 10 staff attending 25/26 school year, and 10 planned for next (26/27) • Working with content-level PLC's for supporting our EL students, with this, weekly PLC trainings during late starts	Building administrators (principals, assistant principals); Instructional coaches	All experience levels	Responsible for supervising EL program implementation, supporting collaborative planning, and monitoring instructional equity

4th Identified support PD: • Instructional coaching and support from D9 instructional coaches and EL coordinator • Collaboration & support with EL staff and EL coordinator	Classified staff supporting instruction and student services (instructional assistants, office staff, academic advisors, family liaisons)	All experience levels	Regular interaction with multilingual students and families; roles requiring communication support or cultural mediation

Resources for High Quality Instructional Programming and Staffing

- An Integrated ELD Guide for District Leaders
- IES (Institute of Education Sciences) What Works Practice Guide, "Teaching English Literacy & Content K-8"
- IES What Works Practice Guide, "Effective Literacy and English Language Instruction for English Learners in the Elementary Grades."
- OELA English Learner Toolkit, chapters 2, 3, 4, 5 cover language instructional programs, meaningful access to core instruction, avoiding segregation, and staffing.
- IES What Works Practice Guide, "Teaching Academic Content and Literacy to English Learners in Elementary and Middle School"
- Regional Education Labs, Professional Learning Communities Facilitator's Guide for the What Works Clearinghouse™ Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School
- Regional Education Labs, Supporting Integrated English Learner Student Instruction – A Guide to Assess Professional Learning Needs
- Regional Education Labs, Welcoming, Registering, and Supporting Newcomer Students: A Toolkit for Educators of Immigrant and Refugee Students in Secondary Schools
- Effective Teacher Professional Development, Learning Policy Institute
- Oregon Open Learning Multilingual/English Learner Resource bank
- ODE Engaging Equity Mindset, Practices and Systems professional development modules

Section 3. Assessment and Progress Monitoring

Legal Requirements and Guidance for Assessment and Progress Monitoring

- All students designated as English learners must be assessed annually using a valid and reliable, state-approved assessment in all four domains of English (i.e., speaking, listening, reading, and writing) ((6311(b)(7) (Title I), 6823(b)(3)(D) (Title III), 6826(b)(3)(C) (Title III))
- Staff who administer the assessment must be trained (Test Administration OAR)

- Oregon is a member of the ELPA 21 Consortium and requires districts to administer the ELPA Screener and Assessment (Oregon Test Administration Manual (TAM)
- Parents/guardians must be informed annually of their child's progress (ESEA/ESSA Title I, Section 1112(e)(2)(A), DCL Fact Sheet
- Assessment practices reflect multilingual learners' academic and linguistic progress and affirm the knowledge and cultural assets they bring. Oregon Multilingual Learner Strategic Plan - Priority 2, Goal 3.

District Plan

1. Identify who is responsible for working with families to complete the ELPA Screener assessment:
    - ☑ District licensed/certified professional (for example, English learner program coordinator, bilingual specialist, central office administrator, ELD TOSA (Teachers on Special Assignment)
    - ☑ School licensed/certified professional (for example, building administrator, English learner teacher, classroom teacher, counselor)
    - ☑ School support staff (for example, parent/community liaison, paraprofessional)
    - ☐ Other (specify) _____

Training

2. Describe the district's process for annually training test administrators, including who is responsible.

    Eagle Point School District requires that all staff who administer the ELPA Screener complete annual training prior to conducting any screening assessments. The district ensures that all ELPA Screener test administrators are trained in state-required testing security protocols, standardized administration procedures, allowable supports, and documentation requirements in alignment with Oregon Department of Education (ODE) guidelines.

    Each fall, and as needed during summer training windows, the ELD Coordinator participates in state-provided ELPA Screener security training and subsequently leads district-level training for designated screener administrators. The District Test Coordinator collaborates to ensure compliance with state testing security requirements, and the Federal Programs Administrator supports implementation, including securing substitute coverage when necessary.

    The district's training includes:

    - Review of state testing security requirements and ethical testing practices;
    - Orientation to standardized ELPA Screener administration procedures;

- Review of accessibility features and allowable supports;
- Guidance on required documentation and timelines for screening and parent notification.

To ensure fidelity of implementation, experienced ELD teachers support newly trained administrators during initial administrations as needed.

The district maintains documentation of staff participation in required training and ensures that only trained personnel administer the ELPA Screener.

Personnel Responsible:

- ELD Coordinator (training lead and oversight)
- District Test Coordinator (testing security compliance)
- Federal Programs Administrator (program oversight and logistical support)
- ELD Teachers (implementation support)

This annual training process ensures secure, consistent, and compliant administration of the ELPA Screener across the district.

Accommodations

3. Describe the district's process for determining and reporting testing accommodations (including domain exemptions).

   Eagle Point School District follows Oregon Department of Education (ODE) guidelines to determine, document, and report testing accommodations for students participating in the ELPA Screener and ELPA Summative. Accommodations are determined through a collaborative review process that includes the ELD Teacher, classroom teacher(s), and when applicable, Special Education staff. For students with an IEP or 504 Plan, accommodations must align with documented plans and reflect supports routinely used during instruction. Domain exemptions are considered only when a student's disability significantly impacts access to a specific language domain and when permitted under ODE policy.

   All approved accommodations and any domain exemptions are documented in the student's plan (if applicable) and entered into the state testing system prior to administration. The ELD Coordinator and District Test Coordinator oversee accurate entry and compliance with testing security procedures. Assessment records, including accommodation settings and exemption status, are reviewed for accuracy, and results are shared with parents in accordance with state and federal notification requirements.

Progress Monitoring

4. List the local assessments used to monitor multilingual English learners' progress and programming decisions in the table below.

	Academic Assessments	Language Assessments
Elementary:	OSAS (ELA & Math) 3rd -5th iReady Reading iReady Math Classroom-based formative and summative assessments	ELPA Summative ELPA Screener Woodcock-Muñoz Language Survey (as applicable for placement guidance) Unit assessments within the adopted ELD curriculum
Middle School:	OSAS (ELA & Math) STAR 360 Reading STAR 360 Math Classroom-based formative and summative assessments Course grades and progress monitoring data	ELPA Summative ELPA Screener ELD curriculum-based unit assessments Ongoing proficiency monitoring by ELD teachers
High School:	OSAS (ELA & Math) STAR 360 Reading STAR 360 Math Graduation tracking data (credit accrual, on-track status) Course grades and advisory monitoring data	ELPA Summative ELPA Screener ELD course assessments Ongoing English proficiency monitoring for placement and exit decisions

5. Indicate the staff responsible for monitoring students who HOLD CURRENT EL STATUS.
   - ☑ EL Specialist

- ☑ Content Teacher
- ☑ Academic Advisor
- ☑ Educator/instructional assistant
- ☑ Principal
- ☐ Other classified staff
- ☐ Other licensed staff
- ☐ Other administrative staff

6. Indicate the frequency of the district's monitoring process for students WHO HOLD CURRENT EL STATUS.
   - ☑ During RTI/MTSS regular meetings
   - ☐ Monthly
   - ☐ Every two months
   - ☑ Quarterly
   - ☐ During grading periods
   - ☐ Once a year
   - ☑ Other - Ongoing throughout the year

7. Indicate which data sources the district uses to monitor the progress of students with current English learner status.
   - ☑ State English language arts assessments
   - ☑ State math assessments
   - ☑ State science assessments
   - ☑ State English Language Proficiency Assessment (ELPA)
   - ☑ Formative assessments
   - ☑ Grades
   - ☑ Teacher observations
   - ☑ Other - Attendance Data, Behavior/Discipline Data, Grad Progress, "On Track" indicators, etc.

8. Describe the routine employed to monitor students' progress towards demonstrating language proficiency and students' progress towards demonstrating proficiency of content standards.

   Eagle Point School District employs a structured, multi-tiered monitoring routine to evaluate both English language development and progress toward grade-level content standards for students who hold current EL status.

   Monitoring English Language Proficiency:
   Students' progress toward language proficiency is reviewed annually through ELPA Summative results, with additional monitoring through ELD curriculum-based unit

assessments and classroom formative measures throughout the year. ELD teachers analyze proficiency levels and domain performance (Listening, Speaking, Reading, Writing) to inform instructional adjustments, service levels, and exit considerations. ELPA results are reviewed at the end of each testing cycle to develop individualized plans of action based on growth, stagnation, or decline in proficiency.

Monitoring Progress Toward Content Standards:
Academic progress is reviewed through a routine school-based data team process. 100% and 20% data meetings are held three times per year and each school's MTSS/Data Teams analyze multiple measures including SBAC results, iReady Reading and Math (elementary), STAR 360 Reading and Math (secondary), classroom formative and summative assessments, grades, attendance, and behavior indicators. At the elementary level, ELD teachers collaborate at least twice yearly to review student data and adjust instructional groupings. At the secondary level, schedules and placements are reviewed early in the school year, and ongoing monitoring includes course grades, credit accrual, and "on-track" status toward graduation.

This continuous review cycle ensures that language development and academic achievement are monitored systematically and that instructional programming is adjusted in a timely manner to support student success.

Exit Decision Meeting

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	Staff Responsible	Timeframe
Administer the ELPA Summative.	ELD Teacher/ELD Staff	Winter/Spring (Annually)
Review ELPA Summative Results	ELD Teacher/ELD Staff	Within 1 week of receiving official ELPA score reports
Schedule Exit Meeting for students scoring proficient or Early Proficient*. Invite parents, students, administrators and other support staff. *Parents make the decision for Early Proficient.	ELD Teacher/ELD Staff	As soon as possible. Hold Exit Meeting before the end of the school year.

Complete Exit Meeting Paperwork	ELD Teacher/ELD Staff	Prior to Exit Meeting
Hold Exit Meeting. Review the “next” steps (Monitoring Process). Obtain signatures on Exit Documents.	ELD Teacher	During Exit Meeting

Resources for Assessment and Progress Monitoring

- Test Administration Manual
- Oregon Accessibility Manual
- ELPA Screener Manual

Section 4. Monitoring Exited Students

Legal Requirements and Guidance for Progress Monitoring for Excited Students

- School districts must exit students who score proficient on the annual ELPA summative assessment. (ESSA section 3113(b)(2))
- School districts must monitor exited students for four years following their exit to determine that the student continues to be able to access academic content. The monitoring must be of sufficient frequency for the district to provide interventions if needed. (ESSA section 3121(a)(5)) (Dear Colleague Letter, Section H)
- School districts must monitor EL students with parent/guardian waivers for participation in the EL instructional program. The monitoring must be of sufficient frequency for the district to provide interventions if needed. (Dear Colleague Letter, Section G)
- Parents/guardians must approve a monitored EL returning to the EL instructional program. (Dear Colleague Letter, Section H)
- Oregon’s Honoring Student Proficiency on the High School (HS) ELPA Summative is a waiver from the U.S. Department of Education that allows the Oregon Department of Education (ODE) to capture all students' responses in ELPA language domains when the student has met proficiency in that domain. The student does not take the proficient domains in future ELPA administrations. ODE staff take the captured responses and recalculates the student’s domain results.
- Oregon’s Future K – ELPA screener policy. Oregon has established different ELPA screener proficiency levels for students who are in kindergarten. The Future-K policy allows for domain scores of three (3) in each domain to be proficient from March – early January of any given school year.

District Plan

1. Describe the district's process for returning a monitored student to the EL instructional program.

   Eagle Point School District monitors exited (reclassified) English Learners for four years following exit from the ELD program. During the monitoring period, student progress is reviewed through multiple data sources, including ELPA results, OSAS, STAR 360 (secondary), iReady (elementary), classroom assessments, grades, attendance, and teacher input. School-based RTI/MTSS review this data three times per year to identify students who may be experiencing academic difficulty.

   If a monitored student demonstrates persistent academic challenges that may be related to language proficiency, the ELD Teacher initiates a review process in collaboration with classroom teachers, building administration, and the student's parents/guardians. The team examines language proficiency history, current academic performance, and classroom evidence to determine whether language needs are impacting access to grade-level content. With parental consent (MUST be given) and it is determined that the student requires renewed English language development services, the student is formally re-entered into the EL instructional program, documentation is updated in the student's EL file and student information system, and parents are notified in writing in accordance with state and federal requirements.

   This structured review process ensures that re-entry decisions are data-informed, timely, and aligned to documented language and academic need.

Possible Re-entry to EL Services

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

Steps	Staff Responsible	Timeframe
Communicate with content area teachers of struggling students to ask if insufficient academic English proficiency may be a partial cause.	EL Teacher	Within 1 week after Monitor report is shared
If a teacher indicates that academic English proficiency is a concern, schedule a Meeting following the same procedures as for an Exit	EL Teacher	Within 2 weeks after concern is reported

Decision Meeting, including the same participants.		
Collect language samples and other assessment data from content area teachers.	EL Teacher	Prior to the Re-entry Meeting
Use phone and a mailed meeting notice to invite the parents to the meeting, using the preferred language of communication.	Bilingual Staff Member designated by the Administrator	No later than one week prior to the anticipated meeting date
Conduct Re-entry Meeting, analyzing language samples and other assessment data to determine if insufficient academic English proficiency is a cause of the student's academic struggles. If the team decides to offer EL services the parents MUST give permission for the re-entry. ☐ If parents do not give permission for re-entry, document in the EL file and do not re-enter student in EL program. ☐ If parents give permission for re-entry use the EL Referral Form.	EL Teacher	During the Re-entry Meeting
Submit the EL Referral Form to data entry staff for data entry in Synergy.	EL Teacher	Within 1 week of the meeting
Give a copy or mail a copy of the Program Eligibility Parent Notification Letter to the parents.	EL Teacher	Within 10 days of the meeting
File a copy of the EL Referral Form and Program Eligibility Parent Notification Letter in the student's EL permanent record (purple folder).	EL Teacher	Within 3 weeks of the meeting

2. Describe the district's process for monitoring students who have scored proficient on ELPA for four years.

   During the four-year monitoring period, student progress is formally reviewed to ensure continued academic success without supplemental ELD services. Monitoring documentation is maintained annually and includes evidence of academic performance and language proficiency.

   The district uses a structured data review process to monitor exited students. In addition, three times per year, school-based RTI/Data Teams review multiple data sources, including OSAS results, STAR 360 Reading and Math, iReady (elementary) Reading and Math, classroom formative and summative assessments, grades, attendance, and behavior indicators. The following process ensures that students who have exited the EL program continue to demonstrate sustained academic performance and successful access to grade-level content.

Elementary Monitoring Process

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

Steps	Staff Responsible	Frequency	Additional Notes
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	Within 2 weeks of the start of the school year	Can be sent via e-mail or hard-copy.
Provide all Gen Ed teachers a roster of Monitored students and Waived students. An electronic Monitoring Form sent through the Ellevation platform.	ELD Teacher and all ELD Staff EL Coordinator sends the monitoring forms	At 1st and 3rd quarter report card time (Fall/Spring)	GenEd Teachers will fill out and sign the form using the Ellevation Platform.

Classroom Teacher sign and submit electronic monitoring form.	Classroom Teacher/ELD Teacher	Due date is one week after final grades are entered for report cards.	EL teacher keeps track of submitted forms.
EL Monitoring Forms are housed in the students folder in Ellevation. ELD Teachers review the forms. ELD Teachers review the forms and place in the EL cumulative folder (purple folder).	ELD Teacher	Within 2 weeks after grades are entered for report cards	
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/MTSS process, interventions in place and progress monitoring within intervention programs.	ELD Teacher	Follow-up assessment must be conducted within 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. Except the parent has to give permission for the student to re-enter the program.

Secondary Monitoring Process

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/Timefra me	Additional Notes
Send a roster of	ELD Teacher and	Within 2 weeks of the	Can be sent via

Monitored students to classroom teachers, SpEd teachers, and other relevant staff members. Inform staff of progress monitoring checkpoints and collaboration opportunities.	Front Office Staff (per Building Administrator)	start of the school year	e-mail or hard-copy.
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.
Provide all Core teachers (LA, Math, Science, Social Studies) a roster of Monitored students and Waived students. An electronic Monitoring Form sent through the Ellevation platform.	ELD Teacher and all ELD Staff EL Coordinator sends the monitoring forms	At 1st and 3rd quarter report card time (Fall/Spring)	GenEd Teachers will fill out and sign the form using the Ellevation Platform.
Core Teacher sign and submit electronic monitoring form.	Classroom Teacher/ELD Teacher	Due date is one week after final grades are entered for report cards.	EL teacher keeps track of submitted forms.
EL Monitoring Forms are housed in the students folder in Ellevation. ELD Teachers review the forms. ELD Teachers review the forms and place in the EL cumulative folder (purple folder).	ELD Teacher	Within 2 weeks after grades are entered for report cards	
Communicate with content area teachers as needed to determine if	ELD Teacher/Core Teacher/Instructional Coach	Within 1 week after Monitored report is shared	Provide supports for 4-6 weeks.

struggling students may need more support with academic English proficiency. Cross reference with RTI/MTSS process, interventions, ELD Support Lab or IEP team.			
If additional supports are not showing adequate support, the ELD teacher conducts a meeting to determine possible re-entry into the ELD program.	ELD Teacher		Procedures for Re-entry Decision Meeting are the same as those for an Exit Decision Meeting. Except the parent has to give permission for the student to re-enter the program.

Parent Participation During Monitoring Process

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	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)

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 once per year.		
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

3. Indicate the staff responsible for monitoring students who have scored proficient on ELPA.
   - ☑ EL Specialist
   - ☑ Content Teacher
   - ☑ Academic Advisor
   - ☑ Educator/instructional assistant
   - ☑ Principal
   - ☑ Other classified staff
   - ☑ Other licensed staff
   - ☐ Other administrative staff

4. Indicate the frequency of the district's monitoring process.
   - ☑ During RTI/MTSS regular meetings
   - ☐ Monthly
   - ☐ Every two months
   - ☑ Quarterly
   - ☑ During grading periods
   - ☐ Once a year
   - ☐ Other

5. Indicate which data sources the district uses to monitor the progress of students formerly designated as English learners.

- ☐ State English language arts assessments
- ☐ State math assessments
- ☐ State science assessments
- ☐ Formative assessments
- ☐ Grades
- ☐ Teacher observations
- ☑ Other - Ongoing throughout the year

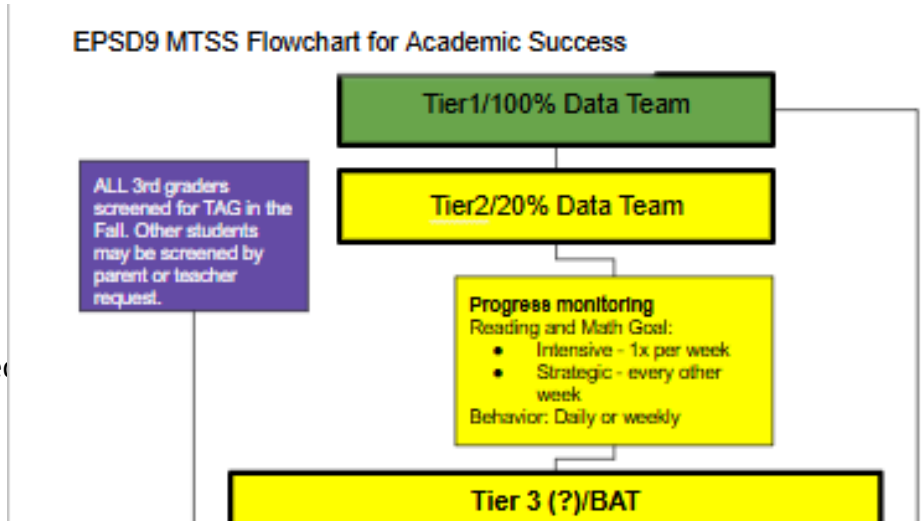
6. Describe how the district provides instructional interventions for students after they have exited the ELD program when monitoring evidence indicates instructional interventions are needed.

When monitoring evidence indicates that a student who has exited the ELD program is experiencing academic difficulty, Eagle Point School District provides instructional interventions through its established RTI/MTSS framework. Exited students are included in regular data team reviews, where academic performance (OSAS, STAR 360, iReady, classroom assessments, grades, attendance, and behavior) is analyzed to determine areas of need.

If concerns are identified, targeted academic supports are implemented within the general education setting. These may include small-group instruction, additional literacy or math intervention, tutoring, instructional coaching support, schedule adjustments at the secondary level, and increased progress monitoring. Instructional Coaches, ELD teachers, content teachers, academic advisors, and building administrators collaborate to determine appropriate supports. Interventions address academic needs and are not automatically considered a return to ELD services; however, if ongoing review suggests that language proficiency is a contributing factor, the student's language history and current performance are evaluated to determine whether re-entry into the EL program is appropriate.

This process ensures that exited students receive timely, data-informed academic support while maintaining compliance with state monitoring requirements.

Update



Descriptions

Meeting	Occurrence	Data	Required Team Members	Purpose of Meeting Structure
100% Data Team	3 times per year	Universal Screeners: SBAC, Star360 (secondary), iReady (elementary), Attendance, Behavior *for every student*	Principal, instructional coach(es), grade level/content area teachers, EL teacher (if needed)	Assess strengths & needs of core program systems (including content, curricula, all-school teaching strategies, supports, schedules, etc.)
20% Data Team	3 times per year	Universal Screeners: SBAC, Star360 (secondary), iReady (elementary), Attendance, Behavior *for 20% of Students*	Principal, instructional coach(es), school psychologist, disciplinarian (secondary), building 504 coordinator, building TAG rep, EL teacher (if needed), 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	Behavior data and Attendance	PBiS Committee	Use TIPS process to determine school-wide needs and supports, expectations lessons, reteaching and reinforcement
BAT (Building Assistance Team)	Monthly	Progress Monitoring Data (including attendance, academic, and behavioral)	BAT Team	Progress monitoring data for students receiving interventions should be reviewed every 4-6 weeks; BAT may move students in/out or change interventions; teachers

				may refer students for BAT consideration; also includes TAG students
SST (Student Study Team)	As Needed	Student-specific data (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), building 504 coordinator (if needed), special education teacher (if needed), disciplinarian (secondary), EL teacher (if needed), school psychologist (if needed), community supports (if needed)	Student-centered plans are created at the SST; examples include: Intensive interventions with individualized supports and data collection, attendance contracts, behavior contracts or FBAs, referrals for TAG, 504 referrals If intensive interventions have been tried (and documented) without success, the SST may reconvene (4-6 weeks) to referrals 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, EL teacher (if needed)	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), EL teacher (if needed)	Review student progress, 504 plan, and accommodations
PEP (Personalized Education Plan)	Yearly	Student-specific data *TAG (Talented & Gifted) students*	Building TAG coordinator, parent, student, teacher(s), EL	Review student progress and PEP

			teacher (if needed)	

Monitoring Students With EL Program Parent Waivers

7. Describe the district's process for monitoring students with parent/guardian waivers for participation in the ELP program. Districts are required to monitor these students' progress learning English and accessing on grade level core content to provide instructional interventions if appropriate (add in check boxes from above for waiver monitoring).

   When a parent/guardian elects to waive participation in the English Language Development (ELD) program, Eagle Point School District continues to identify the student as an English Learner and monitors the student's progress in both English language development and access to grade-level core content (similar to the process used with monitoring students).

   Students with waivers are included in the district's regular RTI/MTSS data review processes. Language proficiency progress is monitored annually through ELPA Summative results and classroom language performance. Academic progress is reviewed through multiple measures, including OSAS, STAR 360 Reading and Math, iReady Reading and Math, classroom formative and summative assessments, grades, attendance, and behavior indicators. Data is reviewed through structured team meetings to determine whether the student is successfully accessing grade-level standards without direct ELD services.

   If monitoring evidence indicates that the student is not making adequate progress in English proficiency or core academic areas, the school implements targeted instructional interventions within the general education setting. Parents are informed of concerns and may be reminded of the availability and benefits of ELD services. If appropriate, the district may recommend reconsideration of ELD participation.

8. Describe the district's process for communicating the academic needs of waived EL students to parents/guardians.

   When a parent/guardian has waived ELD services, Eagle Point School District continues to communicate regularly regarding the student's academic progress and English language development. Waived EL students are included in routine progress reporting

cycles, including report cards, progress/monitoring forms, parent-teacher conferences, and data review meetings. Classroom teachers and ELD staff monitor performance through academic and language data and notify parents if concerns arise related to grade-level achievement or English proficiency growth.

If monitoring evidence indicates that the student is not making adequate progress, the ELD Teacher and/or classroom teacher contacts the parent/guardian to review data, explain identified academic or language concerns, and discuss available instructional supports. Communication is provided in a language the parent/guardian can understand, utilizing translation and interpretation services when needed. During these conversations, families are reminded that ELD services remain available and may be reconsidered at any time. All significant communication and recommendations are documented in accordance with district procedures.

This process ensures that families of waived EL students are informed, engaged, and provided with clear information regarding their child's academic performance and available supports.

Resources for Progress Monitoring for Exited Students

- See ESSA section 3121
- See OELA EL Toolkit, Chapter 8
- See ESSA EL Toolkit, Chapter 7
- MTSS4ELs Meeting the Needs of English Learners Through a Multitiered Instructional Framework

Section 5. Equitable Program Access, policies, and practices

Legal Requirements and Guidance for Equitable Program Access

- Districts must identify, locate, and evaluate English Learners with disabilities in a timely manner and intake ESSA; U.S. Department of Justice & U.S. Department of Education, 2015 ESSA; U.S. Department of Justice & U.S. Department of Education, 2015. Districts must consider the English language proficiency of ELs with disabilities in determining appropriate assessments and evaluation materials.
- Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (Section 504)
- A student with an IEP or 504 may be exempt from up to three domains of the ELPA and this decision must be made by the student's IEP or 504 team. The team must include staff that understand second language acquisition.
- ESSA; U.S. Department of Justice & U.S. Department of Education, 2015

- English Language Proficiency Assessment Guidance – this web page includes guidance for the ELPA summative and Alt ELPA assessment.
- Districts offer early college high school, or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.
- ESSA Title III (SEC. 3115. [20 U.S.C. 6825])
- Students designated as English learners have equitable access to grade-level academic courses, accelerated learning, career connected learning opportunities, and enrichment opportunities. Oregon Multilingual Learners Strategic Plan - Priority 2, Goal 4
- Newcomers and students with limited or interrupted formal education are welcomed and integrated into Oregon schools and provided with the academic and social and emotional learning support they need to succeed. Oregon Multilingual Learner Strategic Plan - Priority 2, Goal 5.

District Plan

1. Use the table below to identify the proportion of never, former, current, and monitored EL students engaging with key programs.

Student Group	Proportion of students in Special Education	Proportion of students in TAG
Never EL students:	*17.5%*	*2.4%*
Former EL students:	*1.4%*	*0*
Current EL students:	*23.6%*	*0*
Monitored EL students:	*4.9%*	*1%*

	Proportion of students enrolling in AP/IB courses.	Proportion of students enrolling in college credits.	Proportion of students earning a diploma.		Proportion of students enrolling in CTE courses
			Regular	Modified	
Never EL students:	*	*86% (115 of 134 students)*	*91%*	*8%*	*
Former EL students:	*23.7%*	*14.2% (19 of 134 students)*	*91%*	*9%*	*27.8%*
Current EL students:	*0*	*0*	*83%*	*17%*	*15.1%*
Monitored EL students:	*2.6%*	*May be reported with Former EL? District needs to review*	*May be reported with Former EL?*	*May be reported with Former EL? District*	*2.6%*

			District needs to review	*needs to review*	

	Proportion of students completing AP/IB courses. (district to pull this data)	Proportion of students completing college credits. (district to pull this data)	Proportion of students earning a Seal of Biliteracy/Multiliteracy (provided in data packet)	Proportion of students completing CTE courses (district to pull this data)
Never EL students:	*	*86% (115 of 134 students)*	*2.1%*	*
Former EL students:	*42.5% of EL students in this category completed one or more AP Courses**	*14.2% (19 of 134 students)*	*39.5%*	*
Current EL students:	*6.5% of EL students in this category completed one or more AP Courses**	*0*	*0*	*
Monitored EL students:	*20% of EL students in this category completed one or more AP Courses**	*May be reported with Former EL? District needs to review*	*May be reported with Former EL?*	*
** We are working with our technology department and our student information system partner to figure out how to gather this data efficiently and effectively for future years.*				

2. Describe the district's process for identifying and serving multilingual students who are talented and gifted.

   Eagle Point School District uses multiple pathways to identify and serve multilingual students who may qualify for Talented and Gifted (TAG) services. The district's process is designed to provide equitable access to identification by using universal screening, multiple referral pathways, parent participation, and review of multiple sources of evidence.

   At the elementary level, all 3rd grade students are universally screened using the CogAT. Students in the top 15% of district results are then considered for administration of the CogAT Full Battery, with parent permission. Students whose scores meet district criteria are reviewed using a body of evidence that may include classwork, classroom assessments, writing samples, benchmark data, state assessment results, and teacher observations.

   The district also uses additional identification pathways beyond universal screening. Students may be considered through teacher recommendation, parent recommendation, student data review, and Building Assistance Team (BAT) processes.

For students outside the universal screening process, the school reviews a body of evidence (classwork, assessment, etc…), obtains parent consent for additional CogAT testing when appropriate, and convenes a team to determine eligibility.

When a student is being considered for TAG identification, the school TAG coordinator develops a student profile and schedules a Student Study Team (SST) meeting or other eligibility review process that includes parents/guardians and relevant school staff. The process specifically provides for EL teacher participation when appropriate, which helps ensure that language development needs and multilingual learner characteristics are considered during review and planning.

Once a multilingual student is identified for TAG services, the district develops and implements the required service plan. At the elementary level, a Personalized Education Plan (PEP) is developed; at the secondary level, a FLEX plan is developed for each course as appropriate. These plans are reviewed with families, signed, maintained in the student record, and used to guide services and instructional supports.

The district's TAG identification process for multilingual learners includes universal screening, multiple referral pathways, use of a body of evidence, and participation of relevant staff and parents/guardians. These practices are intended to support equitable identification and service access for multilingual students whose giftedness may not be fully reflected through a single assessment measure alone.

EPSD 9 TAG Identification Process

3. Describe the district's process for serving students who are dually identified as English learners and for special education.

Eagle Point School District serves students who are dually identified as English learners and students with disabilities through a collaborative process that includes English Learner staff, Special Education staff, general education staff, and parents/guardians. When an EL is suspected of having a disability, the evaluation is based on the suspected disability and need for disability-related services, not on the student's English language proficiency. Evaluations are designed to measure the student's abilities rather than English language proficiency, and the district reviews the student's language abilities in English and, when appropriate, the primary home language to support sound instructional decisions.

The district ensures that IEP or Section 504 teams include participants with knowledge of the student's language needs, special education, related services, and second language acquisition or EL instructional services. The plan also states that parents/guardians are invited to participate in the planning process in a language they understand, that trained interpreters and translated documents are made available when required and/or are asked for by the family, and that the IEP or Section 504 plan identifies the accommodations, modifications, and supports to be provided. During the IEP meeting the team also reviews the Oregon Extended (ORExt) criteria checklist provided by ODE to help determine if the student should participate in standard state assessments or the ORExt. If the team determines the student meets ORExt criteria and they are EL, then the student is also designated to take the Alt ELPA. The district also monitors the progress of ELs with disabilities regarding both language and disability-based goals.

In practice, EL staff are expected to participate in IEP meetings for students who are dually identified so that language acquisition needs are considered alongside disability-related needs. The district's process is intended to ensure that dually identified students receive both English language development support and special education services in a coordinated manner, with access to the general education curriculum and individualized supports.

4. Describe the district's pre-referral SPED process for EL students, including:
    - Assessment considerations
    - Parent/guardian interviews
    - Student educational history
    - MTSS/RTI process
    - Etc...

    Eagle Point School District utilizes a structured pre-referral process for multilingual students that integrates English Learner services, Multi-Tiered System of Supports (MTSS), and Special Education procedures to ensure that language acquisition is not misidentified as a disability.

    As described in Section 3: Assessment and Progress Monitoring, the district considers multiple data sources and appropriate assessment conditions prior to initiating a special education evaluation planning meeting. When determining whether an evaluation is appropriate, staff consider the student's English language proficiency, access to instruction, and prior educational experiences. Assessment tools and procedures are selected to measure a student's abilities rather than English language proficiency, and

language considerations are included in evaluation planning including if components of the evaluation should be conducted in the student's native language.

The district's MTSS framework serves as the foundation of the pre-referral process. Student performance is first reviewed through schoolwide data systems, including 100% Data Team and 20% Data Team processes. Students requiring additional support are referred to the Building Assistance Team (BAT), where academic, behavioral, and attendance data are reviewed and targeted interventions are implemented. Progress is monitored regularly, and adjustments are made based on student response to intervention.

If a multilingual student continues to demonstrate limited progress, the student may be referred to a Student Study Team (SST). At this level, more individualized supports are considered, and additional information is gathered, including:

- Parent/guardian input and interviews, with interpreter support when needed
- Review of the student's educational history, including prior schooling experiences and available records
- Consideration of language development and access to instruction

English Learner staff participate in MTSS, BAT, and SST processes to ensure that language development is considered when reviewing student performance and intervention effectiveness.

As described in Section 1: Identification of Multilingual Learners, the district uses the Oregon Accessibility Manual (OAM) as a decision-making framework to determine appropriate supports and whether the ELPA Screener can be validly administered to students with disabilities. EL, Special Education, and assessment staff collaborate to determine whether the assessment will yield valid results and document decisions when a student cannot meaningfully access the screener.

A referral for special education evaluation is considered only after interventions have been implemented and data indicates that the student's needs are not primarily due to language acquisition. This process ensures that multilingual learners receive appropriate instruction and supports prior to referral and that evaluation decisions are based on a comprehensive understanding of the student.

5. Describe the district's process for access to IB/AP/dual enrollment courses as related to EL students.

Eagle Point School District ensures that multilingual learners have access to advanced coursework, including Advanced Placement (AP), dual enrollment, and other advanced academic opportunities, through processes aligned with Section 2: Instructional Programming and Staffing and Section 3: Assessment and Progress Monitoring.

Multilingual learners are not excluded from advanced coursework based on English language proficiency. Access to these courses is based on student interest, academic readiness, and course prerequisites, consistent with district practices for all students.

At the middle and high school levels, course selection and placement are supported through school-based processes that include academic counselor guidance, graduation coaches, review of student academic data, and consideration of individual student goals. Multilingual learners are included in these processes, and EL staff may collaborate with academic counselors and/or Principals (at the middle schools) and instructional staff to support appropriate course placement.

As described in Section 3: Assessment and Progress Monitoring, the district uses multiple data sources to inform instructional decisions. These data sources are used to support placement decisions for multilingual learners in advanced coursework, ensuring that decisions are not based solely on a single measure or on English language proficiency.

The district provides additional supports to promote student success in rigorous coursework. At the high school level, Graduation Coaches support students in monitoring progress toward graduation, course completion, and alignment of course selections with postsecondary goals. Multilingual learners also have access to tutoring to assist with content understanding and coursework demands.

Communication with families regarding course options is supported through interpretation and translation services, as described in Section 6: Family Engagement and Communication, ensuring that parents/guardians can meaningfully participate in course planning and decision-making.

Through these processes, the district ensures that multilingual learners have equitable access to advanced coursework and are supported in pursuing rigorous academic opportunities.

6. Describe the district’s process for access to CTE courses as related to EL students.

Eagle Point School District ensures that multilingual learners have access to Career and Technical Education (CTE) courses through processes aligned with Section 2: Instructional Programming and Staffing, Section 3: Assessment and Progress Monitoring, and Section 6: Family Engagement and Communication.

Multilingual learners are not excluded from CTE programs based on English language proficiency. Access to CTE courses is based on student interest, graduation requirements, and program criteria, consistent with district practices for all students.

At the high school level, course selection and pathway planning are supported through school-based processes that include academic advisor guidance, review of student academic progress, and consideration of student goals. Multilingual learners are included in these processes, and EL staff may collaborate with the academic advisor and instructional staff to support appropriate course placement within CTE pathways.

As described in Section 3: Assessment and Progress Monitoring, the district uses multiple data sources to inform instructional decisions and student placement. These data sources support equitable access to CTE programs by ensuring that placement decisions are not based solely on English language proficiency.

The district provides supports to assist multilingual learners in accessing and participating in CTE coursework. Graduation Coaches support students in monitoring progress toward graduation and aligning course selections with career and postsecondary goals. Multilingual learners also have access to tutoring and academic support opportunities to assist with understanding course content and meeting program expectations.

Communication with families regarding CTE pathways and course options is supported through interpretation and translation services, as described in Section 6: Family Engagement and Communication, ensuring that parents/guardians can meaningfully participate in course planning and decision-making.

Through these processes and supports, the district ensures that multilingual learners have equitable access to CTE programs and opportunities to participate in career-connected learning.

7. Describe the district's process for ensuring that middle and high school EL students receive meaningful access to courses needed to graduate on time. Include the practices specific to ensuring that recently arrived students receive course credit for prior

educational experiences along with the district's implementation of Access to Linguistic Inclusion, HB2056.

Eagle Point School District uses a coordinated, team-based process to ensure that multilingual learners at the secondary level are able to access required coursework and remain on track for on-time graduation.

At the middle and high school levels, academic advisors, registrars, EL staff, and building administrators collaborate to develop and monitor student schedules and graduation plans. These teams review student data, prior educational experiences, and individual goals to ensure that multilingual learners are enrolled in courses required for graduation and have access to appropriate supports. Placement decisions are based on student needs and academic history and are not determined by English language proficiency.

A key component of this system is the use of Graduation Coaches, who provide targeted monitoring and support for students, including multilingual learners. Graduation Coaches track student progress toward graduation requirements and work closely with students to ensure appropriate course placement, credit accrual, and access to required coursework. This includes a focused effort at the 9th grade level, where student progress is closely monitored to identify whether students are on track to graduate. Students identified as not on track receive additional support, intervention, and guidance to ensure they are enrolled in appropriate courses and provided with the supports needed for success. This early identification and intervention system is used to proactively address barriers to course access and credit accumulation.

For students with prior educational experiences outside the United States, the district implements a structured process for reviewing and awarding credit. Academic advisors and registrars, in collaboration with EL staff and other team members, review transcripts and available records to determine course equivalency. When appropriate, the district also awards partial credit and considers proficiency-based credit based on demonstrated knowledge and skills. This process ensures that students receive credit for prior learning and are not inappropriately delayed in progressing toward graduation.

The district's implementation of Access to Linguistic Inclusion (HB2056) includes the use of the STAMP assessment to support students in demonstrating language proficiency and earning credit. This practice reduces barriers to graduation and supports recognition of students' multilingual skills. Additionally, high school teachers from the language arts and the Spanish departments have crosswalked the language arts standards with the content and curriculum of our Spanish for Native Speakers course. EPHS now offers level one and two language arts credits for commensurate work in their native language for students who are still mastering English.

Student progress toward graduation is further supported through ongoing data review and intervention systems, as described in Section 3: Assessment and Progress Monitoring. Adjustments to schedules and supports are made as needed to ensure continued access to required coursework.

The district also provides structured support for newcomers and multilingual learners through programs designed to increase access to coursework and the school environment. The Cultural Ambassador Program provides peer mentoring support by pairing experienced students with newcomers to assist with understanding course content, developing academic language, and navigating school systems. This program supports English Learners in accessing course content and meeting class expectations while developing English language proficiency. In addition, we are in the process of creating a more robust newcomer program for our district.

Communication with students and families regarding graduation requirements, course options, and credit decisions is supported through interpretation and translation services, as described in Section 6: Family Engagement and Communication, ensuring that families can meaningfully participate in planning and decision-making.

8. Describe the process employed to analyze scheduling decisions to ensure that students who are engaged with EL programming have equitable access to extracurricular and enrichment opportunities.

Eagle Point School District reviews scheduling decisions through a collaborative process to ensure that students receiving English Learner (EL) services have equitable access to core instruction, electives, and extracurricular and enrichment opportunities.

At the secondary level, scheduling decisions are developed and reviewed by academic advisors, EL staff, Graduation Coaches, and building administrators. These teams consider student course needs, graduation requirements, and participation in EL services when building schedules. Care is taken to avoid unnecessary scheduling conflicts that could limit access to electives, enrichment courses, or extracurricular activities.

Multilingual learners are scheduled into both core content classes and English Language Development (ELD) services in a manner that prioritizes access to required coursework while also allowing participation in a full range of educational opportunities. When conflicts arise, staff collaborate to adjust schedules to maintain access to both language support and enrichment opportunities whenever possible.

As part of the district's ongoing monitoring systems described in Section 3: Assessment and Progress Monitoring, student schedules and participation are reviewed through data team processes and individual student planning. Academic Advisors and Graduation Coaches play a key role in this process by monitoring student schedules, identifying potential barriers to course access or participation, and working with students and staff to make adjustments that support both academic progress and engagement in school programs.

Communication with students and families regarding course options, extracurricular opportunities, and scheduling decisions is supported through interpretation and translation services, as described in Section 6: Family Engagement and Communication, ensuring that families can meaningfully participate in planning and decision-making.

Through this collaborative and responsive scheduling process, the district works to ensure that students receiving EL services are not unintentionally restricted from participating in electives, enrichment opportunities, or extracurricular activities due to scheduling constraints.

9. Describe the support provided to newcomers and students with limited or interrupted formal education. What is the district's process for evaluating the prior schooling experiences of students with non-U.S. schooling experiences?

Eagle Point School District uses a structured intake and support process to identify and respond to the needs of newcomers and students with limited or interrupted formal education.

Upon enrollment, students and families complete the Language Use Survey, and school staff initiate a process to gather prior educational records and information. For students transferring from other districts or countries, records are requested and reviewed as part of the intake process. When appropriate, EL staff, academic advisors, and other team members meet with the student and family to gather additional information about prior schooling experiences, including gaps in formal education, language background, and prior academic exposure. Interpreter support is provided to ensure meaningful communication with families.

Following intake, multilingual learners are assessed for English language proficiency and placed into appropriate instructional services within required timelines. As part of the placement process, staff consider the student's educational history, academic skills, and

social-emotional needs to ensure that students are placed in courses that provide access to content while supporting language development.

At the high school level, the district provides targeted instructional support for newcomers through English Language Development (ELD) classes and additional support structures. This includes access to ELD coursework, content-area support, and additional instructional time through ELD lab, which are used to support language development and access to core content.

Students with limited or interrupted formal education may require additional scaffolding and support to address gaps in prior schooling. The district addresses these needs through differentiated instruction, targeted interventions, and ongoing progress monitoring as described in Section 3: Assessment and Progress Monitoring. Instructional assistants and EL staff may provide additional support within content classes to assist students in accessing grade-level material. In some cases, extended graduation timelines (e.g., 5-year plans) are considered to support students with significant gaps in prior schooling.

In addition to academic supports, the district provides structured support for newcomer students at the High School through the Cultural Ambassador Program (as stated previously), which pairs experienced students with multilingual learners to support adjustment to the school environment, navigation of school systems, and development of academic language. This peer support structure helps students build connections and access classroom expectations more effectively. We are working on modeling a similar program at the middle school level in the coming year(s).

Through this combination of intake procedures, instructional supports, and peer-based programming, the district works to ensure that newcomers and students with limited or interrupted formal education are supported in accessing content, developing language, and successfully transitioning into the school system.

The district also is currently working on steps and processes to improve our newcomer program in the coming years.

10. Describe the district's process for engaging EL students in earning the Oregon State Seal of Biliteracy/Multiliteracy. Of the district's EL student population, what percentage rate of graduating seniors earn the Seal of Biliteracy/Multiliteracy?

Eagle Point School District provides opportunities for multilingual learners to earn the Oregon State Seal of Biliteracy/Multiliteracy through a process that includes identification, communication, and assessment of language proficiency.

At the secondary level, students are informed about the Seal of Biliteracy through school-based processes that may include guidance from, academic advisors, and EL staff. Students are encouraged to pursue the Seal as a means of recognizing their bilingual or multilingual skills and supporting postsecondary opportunities.

As part of the district's implementation of Access to Linguistic Inclusion (HB2056), the district utilizes the STAMP assessment to provide students with an opportunity to demonstrate proficiency in one or more languages. This assessment is used to support students in meeting the criteria for the Seal of Biliteracy and in earning credit aligned with demonstrated language proficiency.

The district monitors participation and outcomes related to the Seal of Biliteracy as part of its overall program review process. Based on current district data, approximately 39.5% of former English Learners have earned the Seal of Biliteracy/Multiliteracy, demonstrating strong outcomes for students who have progressed through language development services. Participation among current English Learners is an area the district continues to develop and expand.

The district continues to review participation data and identify opportunities to increase awareness, access, and engagement for multilingual learners in earning the Seal of Biliteracy.

11. Identify potential barriers that EL students may experience to language development, content learning, and/or socio-emotional development because of the policies and practices in place.

Eagle Point School District recognizes that, despite systems and supports in place, multilingual learners may experience barriers to language development, content access, and full participation in the school environment.

The district recognizes the need to continue strengthening supports for newcomers and students with limited or interrupted formal education. Students entering with diverse educational backgrounds may require additional academic, linguistic, and

socio-emotional supports to fully access grade-level content and successfully navigate the school system.

Another identified barrier is the potential for scheduling conflicts both at the elementary and secondary level. However, particularly at the secondary level, where students receiving English Language Development (ELD) services may experience limited flexibility in accessing electives, advanced coursework, or enrichment opportunities. While efforts are made to minimize these conflicts, scheduling constraints can impact the range of opportunities available to students.

Historically, participation of multilingual learners in advanced academic programs and enrichment opportunities has been limited. While systems are in place to support access, continued attention is needed to ensure that multilingual learners are aware of and supported in pursuing these opportunities.

In addition, there may be variability in the implementation of instructional strategies to support multilingual learners across classrooms. Differences in training and experience with language development strategies can impact the consistency of support that students receive in accessing rigorous academic content.

Finally, the district recognizes the need to continue increasing awareness and access to opportunities such as the Seal of Biliteracy, particularly for current English Learners, to ensure that all students are supported in demonstrating and being recognized for their multilingual skills.

The district uses this information to inform ongoing program improvement and to identify areas for targeted support and professional learning.

12. Identify policies and practices that can dismantle oppression, marginalization, and harm that currently exists.

Eagle Point School District implements board policies and district practices designed to identify and reduce systemic barriers, protect student rights, and promote equitable access and inclusion for multilingual learners.

The district's Educational Equity Policy (JBB) establishes a foundational commitment to providing an inclusive and equitable educational experience for all students, regardless of linguistic background, national origin, or educational history. This policy emphasizes

the use of disaggregated data, equitable access to programs and services, and ongoing examination of district practices to identify and eliminate disparities.

In alignment with this commitment, the district has established practices to ensure that multilingual learners have equitable access to instruction and communication. As outlined in Board Policy IGBI (Bilingual Education), students whose primary language is not English are provided appropriate assistance to access instruction, and families are provided communication in a language they can understand to support meaningful participation in educational decision-making.

To address potential harm and ensure student safety, the district has implemented ICE protocols and procedures that protect students from immigration enforcement actions that could disrupt access to education. These procedures require staff to limit access to school facilities, verify legal documentation, and consult with district leadership and legal counsel before taking any action. The district does not disclose student information without appropriate legal authorization and ensures compliance with FERPA and Oregon sanctuary laws. These practices are designed to maintain schools as safe and inclusive environments for all students, regardless of immigration status.

The district also implements practices that address structural barriers to access and participation. Collaborative scheduling processes, involvement of Graduation Coaches, and ongoing data review are used to identify and reduce barriers that may limit access to coursework, enrichment opportunities, and graduation pathways. These practices are intended to prevent unintended exclusion and ensure that multilingual learners have equitable access to educational opportunities.

In addition, the district promotes linguistic inclusion and asset-based approaches through implementation of Access to Linguistic Inclusion (HB2056), including the use of assessments such as STAMP and opportunities such as the Seal of Biliteracy. These practices recognize and affirm students' multilingual identities and work to counter deficit-based perspectives related to language development.

Through the integration of board policy, district procedures, and instructional practices, the district works to reduce systemic barriers, protect student rights, and create inclusive learning environments that support the academic and social success of multilingual learners.

13. What obstacles have you encountered that have prevented the implementation of successful policies and practices? What resources are needed to overcome these barriers? Are these resources available to you?

Eagle Point School District continues to identify and address obstacles that impact the full implementation of effective policies and practices for multilingual learners.

One ongoing challenge is the need to strengthen structured supports for newcomers and students with limited or interrupted formal education. While systems are in place to support these students, continued development of a more comprehensive newcomer program is needed to ensure consistent access to academic, linguistic, and socio-emotional supports across schools.

Another challenge is scheduling complexity at the both the elementary and secondary level, which can impact students' ability to access English Language Development (ELD) services, required coursework, and enrichment opportunities without conflict. This is specifically challenging when sharing an ELD teacher across schools. While collaborative scheduling practices are in place, continued refinement of these systems is needed to ensure consistent access across buildings.

The district has also experienced challenges related to time and capacity for collaboration and professional learning specific to multilingual learners. The implementation of grade-level and content-based Professional Learning Communities (PLCs) has strengthened collaboration within content areas and among EL staff; however, this shift has reduced the time previously available for district-level EL collaboration and professional learning among EL staff. This has impacted opportunities for consistent alignment and shared development of practices across the district.

Additional obstacles include the need for continued staffing capacity and targeted professional learning to support consistent implementation of instructional strategies for multilingual learners across classrooms.

To address these challenges, the district would benefit from:

- Increased time and structures for district-level EL collaboration and professional learning
- Continued development of a comprehensive newcomer support system
- Ongoing professional learning focused on language development and access to grade-level content (such as sheltered instruction).
- Continued support for staffing and coordination of EL services across schools

Some of these resources are partially available within existing district systems, such as PLC structures and MTSS processes. However, additional time, coordination, and targeted support are needed to fully implement and sustain these practices across the district.

The district will continue to evaluate systems and allocate resources in a manner that supports equitable access and improved outcomes for multilingual learners.

Resources for Equitable Program Access

- See OELA EL Toolkit, Chapter 6
- IES (Institute of Education Sciences) Regional Education Labs, Identifying and Supporting English Learner Students with Learning Disabilities: Key Issues in the Literature and State Practice
- MTSS (Multi-Tiered Systems of Support) for English Learners
- English Learners With Significant Learning Difficulties or Disabilities: Recommendations for Practice
- MTSS4ELs Core and Supplemental English as a Second Language Literacy Instruction for English Learners
- MTSS4ELs Professional Development to Support a Multitiered Instructional Framework

Section 6. Family Engagement and Communication

Legal Requirements and Guidance for Family Engagement and Communication

- Districts are required to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners (ESSA Sec. 3113(b)(2))
- Parents/guardians must be notified within 30 calendar days of their student being identified as EL by communication in a language parents/guardians can understand (ESSA Title I, Section 1112(e)(3)(A)
- Parents/guardians must be informed annually of their child's progress (ESEA/ESSA Title I, Section 1112(e)(2)(A), DCL Fact Sheet
- Multilingual learners are authentic partners in state and local decision-making that directly impacts them and their communities. Oregon Multilingual Learner Strategic Plan - Priority 1, Goal 1
- Families, caregivers, and communities are engaged as authentic partners in informed decision-making and advocacy to ensure the success of multilingual learners. Oregon Multilingual Learner Strategic Plan - Priority 1, Goal 2

District Plan for Family Engagement and Communication

1. Provide a brief narrative description of district strategies and opportunities for engaging ML/EL families and communities as authentic partners.

   Eagle Point School District employs multiple strategies to authentically engage multilingual and English Learner families and communities as active partners in education.

   The district holds an English Learner Family Night that is specifically designed for EL parents. These events provide opportunities for families to give input on district initiatives and decisions, review current programs, and engage in discussions about student success. Interpreters are available to ensure full participation so both English and Spanish speakers can interact meaningfully.

   In addition, the district actively recruits parents for Site Council and school leadership roles, providing support to ensure access and participation for families who speak languages other than English

2. Describe what engagement opportunities the district provides for EL students to inform program decisions, curriculum adoptions or funding decisions.

   Eagle Point School District provides opportunities for English Learner students to engage in program planning and decision-making through ongoing feedback structures and representation on advisory and leadership teams. At the secondary level, student voice is gathered through discussions with EL, staff, school staff, academic advisors, and counselors. These sessions allow multilingual learners to provide input on course offerings, curriculum relevance, and the effectiveness of language supports.

   EL students are also invited to participate in student advisory committees and school leadership groups, where they can share their perspectives on program implementation, school climate, and instructional materials. Their feedback is used to inform district-level reviews of English Language Development programming, including resource allocation and instructional materials adoption.

3. Describe how the district provides parents/guardians with access to their student's academic progress and educational information in their home language. What training does the district provide to students' parents/guardians school to family communication platforms such as ParentVUE, Parent Square, ParentSquare (use to be Remind), Canvas?

Due to the large number of Spanish-speaking families in the district, newsletters, invitations, program brochures, permission slips, and community event notices are all translated into Spanish. On the district website, a drop-down menu allows visitors to translate the site into over one hundred languages.

Staff are encouraged to submit additional documents for translation as needed to support full participation of students and parents in school activities. For languages other than English, a professional translation service is used. When appropriate, phone calls from bilingual staff or interpretation services are used instead of written translations to ensure timely and effective communication.

School activities, reminders, and announcements are posted on the district website and social media pages, which parents can access in any language. Parents can choose their preferred language for all online registration forms, including school enrollment. School and district handbooks are translated into Spanish and made available online each year. Grade books, report cards, progress reports, and teacher messages are accessible in any language through the district's Synergy ParentVUE system as well as Remind.

Special Education documents, such as IEP reports, goals, and assessment descriptions, are translated through the Synergy SE system. Case managers can print these documents in a parent's preferred language, and interpreters are scheduled for IEP meetings as needed. Office staff act as liaisons between school personnel and the district translation process, ensuring that materials and communications reach families in an understandable format.

4. Describe how the district provides translation and interpretation services. Include details on services provided in-house and outsourced. List languages among district staff members who provide interpretation and translation services.

   Eagle Point School District provides translation and interpretation services through both in-house staff and contracted external providers to ensure that families can access information in their preferred language.

   Spanish is the most common home language in the district, so newsletters, invitations, permission slips, policies, and community notices are routinely translated into Spanish. The district's website includes a translation feature that allows visitors to view content in more than one hundred languages.

   For languages other than English, translation services are outsourced to a professional provider. When it is more effective or timely, schools may use phone calls from bilingual

staff or contracted interpretation services in place of written translations. Office staff are responsible for coordinating translation requests and receive annual training at InfoLinks meetings to review procedures. They submit documents in editable formats to designated office personnel, who determine whether a translation already exists and, if not, forward it to the district's translation service. The usual turnaround time is one to two days, although schools are encouraged to submit requests at least a week in advance, especially for complex documents such as IEPs.

For oral interpretation, the district maintains a roster of trained interpreters available to schools. During regular hours, buildings may use qualified staff members to interpret. When interpreters are not available, or for after-hours events such as parent-teacher conferences, schools arrange for interpreters from other district sites or contract with external providers.

Among district staff, Spanish is the most common language spoken for interpretation and translation purposes. The district also uses the Southern Oregon Education Service District for additional interpretation support as needed

5. Describe how the district informs parents/guardians about the availability of free language assistance services, including qualified interpreters and translators.

   Eagle Point School District ensures that all parents and guardians are informed about their right to receive free language assistance services through multiple communication methods. Written materials such as newsletters, invitations, permission slips, Board Policies, and community notices are translated into Spanish, the most common home language. The district website includes a translation feature that allows visitors to view all content in over one hundred languages.

   Families are informed that interpretation and translation services are provided at no cost during school meetings, conferences, and events. Every school in the district provides interpreters for parent-teacher conferences and other essential meetings, ensuring that families can fully participate in their child's education. For less common languages, interpretation may be provided via phone or through contracted professional interpreters.

   Parents are notified of these services through multiple channels, including registration materials, the district website, social media, and parent communication systems such as ParentVUE. When appropriate, bilingual staff members directly contact families by phone to clarify information and ensure understanding. For special education services,

interpreters are scheduled for all Individualized Education Program (IEP) meetings, and documents are translated into the family's preferred language.

Office staff across the district receive training to ensure that families are aware of and have access to free language assistance services, and they coordinate translation and interpretation requests as needed

6. Describe the district's procedures that ensure that interpreters and translators have knowledge of all specialized educational terms and concepts.

   The Eagle Point School District ensures that interpreters and translators are trained in educational terminology and concepts to provide accurate and effective language services. Bilingual paraprofessionals, some of whom have formal interpreter training, serve as in-school interpreters. These staff members receive ongoing training on educational language and best practices for interpretation to ensure clear communication between school staff and families.

   For specialized educational settings the district also contracts with professional translation and interpretation services when more technical or specialized translation is required. These professional interpreters and translators are vetted for educational experience and familiarity with terms used in curriculum, assessments, and student support programs.

7. Describe the district's process to report this plan, information about programs, services, and activities available to everyone, and student progress to the community meaningfully and transparently.

   The Eagle Point School District is committed to sharing current and past information about English Learner programs and outcomes with all stakeholders, including parents, school board members, community members, and staff. Once the Oregon Department of Education's English Learner Legislative Report is made public, the English Language Learner Program Coordinator presents the data at stakeholder meetings, addressing questions and facilitating discussion about student outcomes and district progress.

   The report is made available on the district's website to ensure public access. This process ensures that all families and community members are informed about the district's English Learner programs, services, and student progress in an accessible and transparent way.

8. Describe how the district differentiates community engagement support and strategies for various EL communities served.

   The Eagle Point School District differentiates its community engagement strategies by tailoring communication methods, outreach events, and interpretation services to meet the needs of diverse EL families. For its large Spanish-speaking community, the district hosts an EL Family Night, conducted with interpreters for simultaneous English and Spanish interpretation. These meetings provide families opportunities to contribute input on district decision-making and program initiatives.

   The district also actively recruits parents of EL students to serve in Site Council and leadership positions across schools, ensuring equitable representation from Title and non-Title buildings. These differentiated engagement efforts help build trust, increase family participation, and ensure that communication strategies are accessible and culturally responsive across linguistic groups.

Resources for Family Engagement and Communication

- ODE Community Engagement Toolkit
- OELA (Office of English Language Acquisition) Family Toolkit
- Regional Education Laboratory Toolkit of Resources for Engaging Families and the Community as Partners in Education. Part 1: Building an Understanding of Family and Community Engagement
- MTSS4ELS Fostering Collaborative Partnerships With Families of English Learners Within a Multitiered System of Supports

Section 7. Program Evaluation

Legal Requirements and Guidance for Program Evaluation

- Districts must engage in a self-evaluation every two years and provide that evaluation to the state. Castañeda, 648 F.2d at 1014-15; 1991 OCR Guidance; 20 U.S.C. § 6841(b)(2)
- Districts must engage in an ongoing evaluation in accordance with OAR (Oregon Administrative Rules) 581-023-0100 (4)(f) Evaluation of program effectiveness in preparing EL students for academic success in the mainstream curriculum.
- Title III requires LEAs (Local Education Agencies) to provide SEAs (State Education Agencies) with an evaluation including, among other things, the number and percentage of children in programs and activities attaining English proficiency at the end of each school year; and SEAs to use. 20 U.S.C. § 6841

- School districts are required to evaluate their LIEPs for effectiveness and modify programs that prove to be unsuccessful as outlined in the OCR Memorandum: Developing Programs for English Learners .

District Plan

1. Describe the district's process for evaluating the effectiveness of the district's services to Multilingual English learners. What methods and/or tools do you use to evaluate ELD programming?

   Eagle Point School District evaluates the effectiveness of services for Multilingual English Learners through an ongoing, data-informed process focused on language growth, academic outcomes, and access to instruction. Evaluation is designed to determine whether English Language Development (ELD) programming and related supports are resulting in measurable progress toward English language proficiency and academic success.

   The district uses multiple data sources to evaluate ELD programming, including English language proficiency data such as progress on the On Track to English Language Proficiency indicator and growth across ELPA language domains. Academic data in English Language Arts and mathematics is reviewed to assess access to and performance in core instruction. Additional indicators, including attendance, discipline, course completion, credit accumulation, and graduation rates, are analyzed to understand engagement and long-term outcomes. Data is disaggregated for key subgroups, including Newcomers, Long-Term English Learners, and students with disabilities.

   District and school administrators, ELD teachers, and instructional staff review data regularly to monitor program effectiveness and identify areas for improvement. This review process includes examining instructional models, student grouping, scheduling, and alignment between designated ELD instruction and sheltered instruction in core classrooms. Qualitative information from classroom observations, instructional coaching, and educator collaboration is also used to assess implementation of language objectives and sheltered instructional practices.

   Findings from these reviews inform continuous improvement efforts, including adjustments to instructional practices, professional development priorities, and program design. This systematic evaluation process ensures that ELD services remain responsive to student needs and aligned with district goals for equity, access, and achievement.

2. Describe who participates in evaluation of services for multilingual learners, including engagement of multilingual students and families in data collection, analysis, and interpretation.

Evaluation of services for Multilingual English Learners in Eagle Point School District is a collaborative process involving district administrators, school leaders, ELD teachers, classroom teachers, instructional support staff, students, and families. This shared approach ensures that evaluation reflects both quantitative data and the lived experiences of multilingual learners and their communities.

District administrators and building leaders coordinate the evaluation process by reviewing districtwide and school-level data related to English language proficiency, academic achievement, attendance, engagement, and graduation outcomes. ELD teachers play a central role by analyzing English language development data, monitoring student progress, and providing insight into the effectiveness of instructional models, grouping practices, and alignment between designated ELD and core instruction. Classroom teachers and instructional assistants contribute by sharing observations of student engagement, language use, and access to grade-level content.

Multilingual students are engaged in the evaluation process through classroom-based formative assessments, goal-setting conversations, and reflection activities that inform instructional adjustments. Student input related to engagement, sense of belonging, and instructional access is considered alongside academic and language data to provide a more complete picture of program effectiveness.

Families of multilingual learners are engaged through translated communications, interpretation services, and opportunities to provide feedback during conferences, meetings, and family events. Family input is used to better understand how well district services support language development, academic progress, and family-school partnerships. This feedback informs program adjustments and helps ensure services are culturally and linguistically responsive.

Together, these stakeholders contribute to data collection, analysis, and interpretation, allowing the district to evaluate EL services comprehensively. This inclusive evaluation process supports continuous improvement and reinforces shared responsibility for the success of multilingual learners.

3. Briefly summarize any areas of concern or priority that have emerged because of program evaluation and share how they are being addressed.

   Program evaluation has identified several priority areas for improvement in services for Multilingual English Learners. District data indicates that English language proficiency growth, particularly the percentage of students On Track to English Language Proficiency, remains an area of concern across grade spans. This challenge is most pronounced at the secondary level and among Long-Term English Learners, signaling a need for stronger alignment between English Language Development and core academic instruction.

   Evaluation has also highlighted gaps in academic achievement in English Language Arts and mathematics for English Learners, suggesting that language demands within Tier 1 instruction continue to limit full access to grade-level content. Additionally, while attendance and engagement indicators show relative strengths, inconsistencies in instructional implementation and collaboration across schools have been identified as areas needing further attention.

   To address these priorities, the district is strengthening alignment between designated ELD instruction and sheltered instructional practices in core classrooms through targeted professional development and collaborative planning structures. The district is also prioritizing differentiated supports for Newcomers and Long-Term English Learners, refining instructional grouping and scheduling, and increasing the focus on academic language development within content instruction. Data review cycles are being used to monitor progress and guide continuous improvement, ensuring that adjustments to instruction and supports are responsive to student needs.

   Together, these actions reflect the district's commitment to addressing identified concerns and improving outcomes for Multilingual English Learners through focused, data-informed improvement efforts.

Resources for Program Evaluation

- Oregon Accelerated Learning Dashboard
- Education Northwest District EL Program Rubric
- See OELA EL Toolkit, Chapter 9 for guidance on evaluating the effectiveness of a district's EL program
- Regional Educational Laboratory (REL) Program Evaluation Toolkit

- IES (Institute of Education Sciences) What Works, "Using Student Achievement Data to Support Instructional Decision Making"
- Office for Civil Rights Program Evaluation

Resources/References

Guidance for all sections

- Dear Colleague Letter – January 2015 – this document includes several chapters addressing requirements for supporting English Learners.
- Title III – Non-Regulatory Guidance (2016 & 2019) – these documents address the federal requirements under ESSA. This guidance is separated by topic.
- ESSA Title I and Title III – this is the link to the Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act (ESSA)
- OELA (Office of English Language Acquisition) Toolkit. This toolkit provides support for each chapter included in the Dear Colleague Letter.
- Office for Civil Rights – Parent Language Rights This document provides information on the documents a parent has the right to receive in languages they can understand. This document aligns with the Dear Colleague Letter.
- Oregon Multilingual Learner Strategic Plan .