



Steve Spencer
Superintendent

Sara LeRoy
Assistant Superintendent

2026-2027
Board of Directors
Tyler Ferrari
Deena Loughary
Rob Ogilvie
Zach Steele
Matt Woolsey

Juli Lichtenberger
Board Secretary

Please join us at our
school board meetings.
Unless otherwise
scheduled the board
meets the second
Monday
of the month.

District Office
Board Room
6:00 p.m.

Mission Statement
*Dallas School District
is centered on students,
powered by
collaboration, built on
equity, and driven by
excellence.*

Our Vision
*Each student is known
by name, strength, and
need – pursuing a life
of engagement,
innovation, and
success.*

Tagline:
**Ask yourself...Is it
good for kids?**

Dallas School District
111 SW Ash Street
Dallas OR 97338
503.623.5594 ph

Agenda
Board Meeting
August 10, 2026
6:00 p.m.

<https://dsd2-org.zoom.us/j/84855147461>
District Office Board Room

1.0	Welcome/Pledge of Allegiance	
2.0	Approval of the Agenda	
3.0	Good News	
3.1	The Dallas High School maintenance and custodial crews have been working hard. The building is coming into shape and will be ready for staff and students.	
3.2	New families stopped by the Dallas Days district booth for registration packets and school information. Former students (even one who recognized herself on the banner from about 15 years ago) stopped by the booth with their families and community members stopped by to share historical stories.	
4.0	Public Comment	
5.0	Announcements	24
5.1	August & September Calendars	
5.1.1	Next Board Meeting September 14, 2026 at 6:00 p.m.	
5.1.2	Citizens Oversight Committee September 1, 2026 at 5:30 p.m.	
6.0	Consent Agenda	26
6.1	Approval of the July 6, 2026 Board Minutes	
6.2	Staffing Report	
7.0	Financial Report – Kari Blake	36
8.0	EL Legislative Report – Todd Baughman <u>(English Learners in Oregon)</u>	39
9.0	Systematic ELD K-12 Curriculum Adoption (Board Action) – Todd Baughman	40
10.0	School Fees for Band at LaCreole Middle School and Dallas High School (Board Action)	
11.0	Policies First Read – Sara LeRoy	91
11.1	JHCA – Immunization, School Sports Participation, Concussions and Other Brain Injuries	
11.2	KNA – Immigration Enforcement on District Property	
12.0	Administrative Rules (Information Only)	98
12.1	KNA-AR – Interactions with Immigration Enforcement	

13.0 Discussion Items

- 13.1 2026-2027 Board Goals
- 13.2 School Work Sessions Format and Topic Discussion
- 13.3 Facility Use Policy Discussion
- 13.4 Sustainable City Follow Up Discussion
- 13.5 Oregon School Boards Association Conference Report

14.0 Adjourn



Public Participation in Board Meetings

During each school board meeting, the agenda has been set to include an item titled "Public Comment." It is during this portion of the agenda the public can comment on any item that is or is not on the agenda.

Because of the nature of the Board's work, it is typical that the Board will hear from a patron. Public participation is a time for the Board to listen, not a time for discussion or responding to questions, as the Board needs adequate time to process the information received to ensure proper steps are taken going forward. The Board may direct questions to district administrative staff to respond to after the meeting. If input is given related to an action item later in the agenda, the Board will use the input during their discussion or deliberation of that specific item. Public comment during a board meeting is limited to 5 minutes for each individual.

The Board cannot hear complaints about specific school personnel during an open meeting. If a patron has a specific complaint against district personnel, the Board Chair or the Superintendent can direct the patron to the appropriate complaint process governed by board policy.

There are three ways to provide public comment at a board meeting.

1. If you wish to address the Board in person during the board meeting, please fill out the request for public comment form available outside the boardroom.
2. If you wish to address the Board remotely (via Zoom) during a board meeting, please email Juli Lichtenberger, Executive Assistant to the Superintendent and Board, at juli.lichtenberger@dsd2 at least two hours prior to the start of the meeting. Clearly label the subject line as Public Comment. In the email state that you would like to address the Board remotely during the meeting and include the topic.
3. If you wish to address the Board in hard copy or email please submit to Juli Lichtenberger, Executive Assistant to the Superintendent and Board, at juli.lichtenberger@dsd2.org at least two hours prior to the start of the meeting. Clearly label the subject line or document as Public Comment.

If you have questions about the district, we encourage you to contact our Superintendent.

Thank you for your interest in Dallas School District.

All public meetings, assemblies and celebrations held by the Dallas School District 2 are required to be accessible to persons with disabilities under Title II of the Americans with Disabilities Act (ADA). Accommodations are available upon request to persons who require alternatively formatted materials or auxiliary aids to ensure effective communication and access to events. Please allow at least 10 business days to arrange for accommodations. All requests should be sent to:

Dallas School District, 111 SW Ash Street, Dallas, OR 97338 or email: compliance.officer@dsd2.org

Steve Spencer, Superintendent

Sara Leroy, Assistant Superintendent

Board of Directors: Tyler Ferrari • Deena Loughary • Rob Ogilvie • Zach Steele • Matt Woolsey

AUG 2026

SOUTH ASIAN HERITAGE MONTH

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10 Board Meeting 6:00 p.m.	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31 Inservice					

SEP 2026

HISPANIC HERITAGE MONTH

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
		Inservice	Inservice	Inservice	Inservice	
		District Wide Welcome Back Meeting 8:00 a.m.				
		Citizens Oversight Committee Meeting 5:30 p.m.				
6	7	8	9	10	11	12
	No School Holiday	Orientation Day in Buildings	First Day of School for All Grades			
13	14	15	16	17	18	19
	Board Meeting 6:00 p.m.					
20	21	22	23	24	25	26
27	28	29	30			

Minutes
July 6, 2026
Board Meeting at District Office – 5:00 p.m.
<https://dsd2-org.zoom.us/j/84855147461>
District Office Board Room

Joint Meeting at Dallas City Hall with City Council – 6:00 p.m.
www.dallasor.gov/community/page/dallasyoutube

Present: Zach Steele, Tyler Ferrari, Matt Woolsey, Rob Ogilvie, Deena Loughary (arrived at 5:01 p.m.), Steve Spencer, Juli Lichtenberger, Juli Lichtenberger, Kari Blake, Sean Johnson

Visitors: Jennifer Lenoue

1.0 Welcome/Pledge of Allegiance

2.0 Approval of the Agenda

Rob Ogilvie moved to approve the agenda as printed, seconded by Matt Woolsey. The motion passed by board members present; Zach Steele, Tyler Ferrari, Matt Woolsey, and Rob Ogilvie.

3.0 Good News

Steve Spencer, Superintendent, shared highlights of current summer projects.

4.0 Announcements

4.1 July & August Calendars

4.1.1 Joint City Council / Board Meeting tonight at 6:00 p.m.

4.1.2 Next Board Meeting August 10, 2026 at 6:00 p.m.

4.1.3 Citizens Oversight Committee September 1, 2026 at 5:30 p.m.

5.0 Consent Agenda

5.1 Approval of the June 22, 2026 Board Minutes

5.2 Staffing Report

5.3 Annual Business Procedures

5.4 EFA – Local Wellness

Edited minutes were supplied to the Board. Rob Ogilvie moved to approve the Consent Agenda with the modification of the minutes as provided, seconded by Tyler Ferarri. The motion passed unanimously by Board members present; Zach Steele, Tyler Ferrari, Deena Loughary, Matt Woolsey, and Rob Ogilvie.

6.0 Resolution #26-27-01 Authority to Pay Bills and Expend Funds (Board Action) – Kari Blake

Kari Blake, Director of Fiscal Services, reported this is an annual resolution to allow for the District to pay bills. Rob Ogilvie moved to approve Resolution #26-27-01 Authority to Pay Bills and Expend Funds, seconded by Deena Loughary. The motion passed

unanimously by Board members present; Zach Steele, Tyler Ferrari, Deena Loughary, Matt Woolsey, and Rob Ogilvie.

7.0 Instructional Minutes (Board Action)

Steve Spencer asked the Board to approve keeping the instructional minutes level from the 2025-26 school year. There are no changes in the minutes planned for the upcoming school year. Discussion was held. Tyler Ferrari moved to keep the instructional minutes at the 2025-2026 level for the upcoming school year, seconded by Deena Loughary. The motion passed unanimously by Board members present; Zach Steele, Tyler Ferrari, Deena Loughary, Matt Woolsey, and Rob Ogilvie.

8.0 Board and Superintendent Operating Agreement (Board Action)

Steve Spencer shared there are no changes to this agreement. Tyler moved to approve the Board and Superintendent Operating Agreement for 2026-27, seconded by Rob Ogilvie. The motion passed unanimously by Board members present; Zach Steele, Tyler Ferrari, Deena Loughary, Matt Woolsey, and Rob Ogilvie.

9.0 Board Advisory Committees (Board Action)

- 9.1 Citizens Oversight Committee
- 9.2 Budget Committee
- 9.3 Finance Committee

Steve Spencer reminded the Board these committees are advisory committees. We will need to reach out to the community asking for additional members to some of these committees. Discussion was held. Tyler Ferrari moved to approve the Board Advisory Committee Roster as presented, seconded by Deena Loughary. The motion passed unanimously by Board members present; Zach Steele, Tyler Ferrari, Deena Loughary, Matt Woolsey, and Rob Ogilvie.

10.0 Citizens Oversight Committee Charge and Long-Range Facility Planning/Finance Committee Charge Continuation – Steve Spencer

Steve Spencer shared background on the charge that was approved last year. There is still work remaining for these committees. Steve recommended carrying the charge over to this next school year. No discussion. The charge for these committees will continue.

11.0 District Committee Assignments

- 11.1 Finance Committee
- 11.2 Technology Committee
- 11.3 DEA Bargaining

Zach Steele shared it's been discussed to add a board member to the Citizens Oversight Committee (COC). The Board member would be a non-voting member of the committee. It was agreed to add one board member to the COC. The Board members shared their committee commitments.

12.0 Superintendent Goals Discussion

Steve Spencer shared his goals for the 2026-27 school year. Discussion was held.

13.0 Board Goals Discussion (As Time Allows)

Rob Ogilvie, Board Member, provided draft board goals for the 2026-27 school year. These goals are reflective of student academics and the Accountability Bill. The Board discussed each goal. It was agreed the goals match well with the Superintendent goals and collaboration with the City of Dallas. Tyler Ferrari made a motion to make these draft goals the official goals for the 2026-27 school year, seconded by Rob Ogilvie. The motion passed unanimously by Board members present; Zach Steele, Tyler Ferrari, Deena Loughary, Matt Woolsey, and Rob Ogilvie.

14.0 Adjourn by 5:45 p.m.

Adjourned at 5:36 p.m.

Joint City Council / Board Meeting was called to order at 6:00 p.m.

Present: Zach Steele, Tyler Ferrari, Rob Ogilvie, Deena Loughary, Matt Woolsey, Steve Spencer, Juli Lichtenberger

Visitors: City Council Members

Joint Meeting with Dallas City Council at City Hall at 6:00 p.m.

- **Sustainable City**

Tyler Ferrari, Board Vice-Chair, stated due to my role as an employee of the City of Dallas in preparing the presentation tonight, and potential future role with the implementation of a potential project, I would like to note for the record that I will abstain from conversation and any potential decision-making related to this project, but will answer any clarifying questions, if asked.

Brian Latta, City Manager, welcomed the School Board and shared background on the reason for the joint meeting. Steve Spencer, Superintendent, thanked the City for the opportunity to meet this evening. Highlights of the presentation were shared including Dallas School District enrollment data and population demographics. City Council asked several questions of the school district. Discussion was held. The City Council would like to move forward with the study as outlined. The Board will continue their discussion.

Adjourn at 7:06 p.m.

Board Chair / Zach Steele

Date

Board Secretary / Juli Lichtenberger

Date

Dallas School District

2026-2027 Superintendent Professional Growth Goals

Professional Growth Goal #1: Instructional Leadership as the District's Central Work: Building Coherent Systems for Improvement, Data Reporting, and Strategic Plan Renewal

Rationale:

The 2025-26 board evaluation rated Standard 4 (Culturally Responsive Instructional Leadership and Improvement) as Developing, with high school math performance, inconsistent building-level data reporting, and the absence of a clearly defined district-led instructional improvement plan named as the most urgent areas for growth. The board explicitly asked that the rigor and clarity of district financial reporting be mirrored in academic reporting. With Oregon's SB 141 now requiring alignment to seven statewide performance metrics, and with Studer Education engaged to support strategic plan revision, this goal places instructional leadership at the center of the district's work and ensures it does not get pushed aside when other priorities crowd in.

Key Activities:

- Conduct twice-monthly instructional walkthroughs with each principal using a shared tool aligned to the district strategic plan and SB 141 metrics.
- Establish a district-wide academic data reporting template that every principal uses for board presentations across BOY, MOY, and EOY reporting windows (modeled on the discipline of district financial reporting).
- Develop and publish a written District Instructional Improvement Plan with measurable benchmarks, naming high school math as the secondary priority focus, 3rd grade ELA as the elementary focus, and clear accountability for each building's contribution to overall improvement in identified metrics.
- Use monthly administrative leadership meetings as instructional working sessions focused on instructional rounds, data protocols, ORTII implementation, and MTSS fidelity.
- Partner with Studer Education to begin the revision of the District Strategic Plan, integrating the seven SB 141 performance metrics and aligning the next planning cycle with state accountability expectations. (These will also be a part of the reporting mentioned above)

Indicators of Success:

- Every building presents academic data to the board in a consistent format across all three reporting windows.
- A written District Instructional Improvement Plan exists, is shared with the board, and is referenced in monthly admin work.
- Documented walkthrough cadence with each principal averaging twice per month.
- Measurable positive movement on at least one priority metric: 4 and 5-year graduation rate, 9th grade on-track, 3rd/5th/8th grade reading and math, and K-2/K-12 attendance.
- Strategic plan revision process is underway with Studer Education and SB 141 metrics integrated into the revised framework.

Professional Growth Goal #2: Build Sustained District Communications Capacity and a Coherent District Narrative

Rationale:

Standard 5 (Communication and Community Relations) has been rated Developing across multiple evaluation cycles. In 2025-26, the board went further and directly endorsed the use of district resources for dedicated communications capacity, naming this as the single most important next step for moving the standard forward. The board tied this work explicitly to enrollment stabilization, the Elementary Student Behavior narrative, and the upcoming bond effort. Too often the story of Dallas School District is being shaped by voices outside the district rather than by the district itself, and closing that gap is essential to community trust and to the bond effort ahead.

Key Activities:

- Bring forward to the board a concrete proposal for dedicated communications capacity: A Communications/PR position, sustainable contracted arrangement, or expanded WESD partnership, within the first quarter of the school year.
- Develop a unified district communications strategy that addresses fragmented building-level social media and the absence of a proactive district narrative.
- Coordinate building-level communications under district guidance so that the district shapes its own story before others do, particularly around school behavior, enrollment, and student outcomes.
- Begin laying narrative groundwork for the bond effort through recurring good-news cadence and increased visibility of district committees (Citizens Oversight, Finance and Long-Range Facilities).

Indicators of Success:

- A staffing or capacity decision around district communications is made and implemented during 2026-27.
- A written district-wide communications strategy exists and is in active use.
- Reduced reliance on outside voices to shape district narrative, evidenced by a more proactive district presence across channels.

Professional Growth Goal #3: Translate Strategic Vision into Building-Level Buy-In and Implementation Consistency

Rationale:

The board's 2025-26 evaluation rated Standards 1 (Visionary Leadership), 3 (Inclusive District Culture), and 6 (Effective Organizational Management) as Effective, with consistent feedback that the vision and direction are right but buy-in, implementation fidelity, and building-level stability remain uneven. The board specifically named Elementary behavior, MTSS implementation variance across buildings, and the gap between the district's vision and the daily experience of staff and families. The pre-K program and behavioral health center initiatives, both supported by the board, also need to land successfully. This goal focuses on turning vision into consistent practice in every building. **(Think alignment)**

Key Activities:

- Develop a structured student behavior stabilization plan for Elementary school buildings, showing sustained difficulty with clear accountability milestones and targeted support.
- Tighten MTSS implementation fidelity through monthly calibration sessions with principals and the support team using shared protocols and shared data.
- Build a district-wide professional learning plan, either through each administrator or as a district-led plan, so that staff development is intentional, aligned, and visible.
- Continue the strategic plan implementation cadence (weekly admin meetings, board work sessions with buildings) with explicit attention to how the vision is showing up in classrooms and family experience.

Indicators of Success:

- Documented stabilization/progress at Lyle and Oakdale measured by staff morale indicators, community feedback, and student experience metrics.
- MTSS and ORTII implementation variance reduced across buildings, evidenced by walkthrough notes and principal calibration data.
- A written, district-wide professional learning plan exists and is in active implementation.
- Staff and community survey data show measurable growth in connection to district vision and direction.

Dallas School District No. 2

Board of Directors

2026–2027 Board Goals

Adopted at the Regular Board Meeting July 6, 2026

Purpose. The Dallas School District Board of Directors establishes the following governance goals for the 2026–2027 school year. These goals are intended to guide the Board's governance work, strengthen accountability, and support continuous improvement across the district.

Goal 1: Strengthen Board Monitoring of Student Outcomes and Accountability

Goal Statement. The Board of Directors will establish and maintain a disciplined monitoring framework for student academic performance, implementation of state accountability measures, and the district's financial health. The Board will use consistent data to guide governance decisions, monitor progress over time, and identify concerns early.

Board Action Steps

- Adopt a consistent reporting format for district academic performance, including STAR assessment results and common benchmark data, for regular Board review.
- Establish a defined set of Board-level leading indicators aligned with Oregon Department of Education accountability requirements, including Senate Bill 141 implementation metrics.
- Continue regular financial monitoring through monthly financial reports highlighting significant trends, risks, and areas requiring Board attention.
- Promote a culture of accountability by ensuring significant performance or financial concerns are identified, discussed openly, and accompanied by administrative action plans.

Goal 2: Strengthen Community Engagement and Transparency

Goal Statement. The Board of Directors will foster open, transparent, and meaningful communication with the community while encouraging public trust through clear governance practices and active engagement.

Board Action Steps

- Communicate Board priorities, decisions, and governance actions in clear, accessible language.
- Promote transparency by openly acknowledging district challenges while communicating progress toward solutions.
- Identify and participate in meaningful community engagement opportunities throughout the school year to strengthen relationships with students, families, staff, and community partners.

Goal 3: Advance City–District Collaboration and Legislative Advocacy

Goal Statement. The Board of Directors will strengthen collaborative relationships with the City of Dallas and other governmental partners to advance shared priorities, advocate for students, and improve community outcomes.

Board Action Steps

- Develop and maintain shared goals through regular collaboration with City leadership.
- Coordinate advocacy efforts with local and state partners on issues affecting public education and the Dallas community.
- Support collaborative projects that improve student safety, community infrastructure, and quality of life, including Safe Routes to Schools and similar initiatives where appropriate.



Staffing Report Monday, August 10, 2026

Date	Group	First	Last	Description	Action	Effective Date	Location	Position	Hrs	FTE	History
8/6/2026	Licensed	Samantha	Arrant	Resignation	Resignation	7/28/2026	LMS	Teacher	8	1	Resignation
8/6/2026	Classified	April	Chapman	Resignation	Resignation	7/27/2026	DHS	SPED III EA	7.5	0.94	Resignation
8/6/2026	Licensed	Gabrielle	Ellis	Resignation	Resignation	7/9/2026	LMS	Teacher	8	1	Resignation
8/6/2026	Licensed	Bryan	Huber	New Hire	New Hire	8/31/2026	DHS	Teacher, Behavior Specialist	8	1	New position
8/6/2026	Classified	Robert	Johnson	New Hire	New Hire	7/22/2026	DO	Custodian II	8	1	New position
8/6/2026	Licensed	Brenden	Traywick	New Hire	New Hire	8/31/2026	LMS	Teacher, SPED	8	1	Replacing Mary Arnold
8/6/2026	Licensed	Rebekah	Sampson	New Hire	New Hire	8/31/2026	LMS	Counselor	8	1	Replacing Hilary Combs
8/6/2026	Licensed	Molly	Moore	New Hire	New Hire	8/31/2026	Lyle	Teacher, SPED	8	1	Replacing Karen Zapata
8/6/2026	Licensed	Madison	Mil	New Hire	New Hire	8/31/2026	WW	Teacher	8	1	Replacing Glenda Instenes
8/6/2026	Licensed	Abigail	Meador	New Hire	New Hire	8/31/2026	Lyle	Teacher	8	1	Replacing Christal Shafer
8/6/2026	Licensed	John	Harkins	New Hire	New Hire	8/31/2026	OHE	Teacher, SPED	8	1	Replacing Claire Lawrence
8/6/2026	Licensed	Ashley	DiSalvo	New Hire	New Hire	8/31/2026	Lyle	Teacher, SPED	8	1	Replacing Deborah Thiessen
8/6/2026	Licensed	Gillian	Coplin	New Hire	New Hire	8/31/2026	Lyle	Teacher	8	1	Replacing Richard Epperley
8/6/2026	Licensed	Lauren	Harris	New Hire	New Hire	8/31/2026	WW	Teacher, SPED	8	1	New position
8/6/2026	Licensed	Katherine	Garvin	New Hire	New Hire	8/31/2026	LMS	Teacher	8	1	New position for band/choir
8/6/2026	Administrator	Cameron	Thompson	New Hire	New Hire	7/1/2026	LMS	Administrator	8	1	Position refunded
8/6/2026	Classified	Carl	Earhart	New Hire	New Hire	7/6/2026	DHS	Custodian II	8	1	Previous DSD employee. Replacing Monty Weld.

Steve Spencer, Superintendent

Sara Leroy, Assistant Superintendent

Board of Directors: Tyler Ferrari • Deena Loughary • Rob Ogilvie • Zach Steele • Matt Woolsey

8/6/2026	Licensed	Heather	Kary	CoS	CoS	8/31/2026	WW	Teacher	8	1	25-26 temporary employee. Replacing Debra Middleton
8/6/2026	Classified	Tammy	Salois	CoS	Transfer Request Granted	8/31/2026	DHS	SPED III	7.5	0.94	New position due to extended staff absence. Employee transfer request granted.
8/6/2026	Classified	Heather	Baker	CoS	Transfer Request Granted	8/31/2026	DHS	SPED III	7.5	0.94	Replacing April Chapman. Employee transfer request granted.
8/6/2026	Classified	Justin	Schafer	CoS	CoS	7/1/2026	LMS	Custodian II	8	1	
8/6/2026	Classified	Fernando	Manzo-Morales	CoS	CoS	7/1/2026	LMS	Custodian II	8	1	
8/6/2026	Classified	Roberto	Garcia	CoS	CoS	7/1/2026	Lyle	Custodian II	8	1	
8/6/2026	Classified	Greg	Hiebert	CoS	CoS	7/1/2026	Lyle	Engineer Spec.	8	1	
8/6/2026	Licensed	Lillian	Eberle	CoS	CoS	8/31/2026	Lyle	Teacher	8	1	2025-26 temporary employee. Replacing Sydney Lamont.
8/6/2026	Classified	Janice	Crowe	CoS	Transfer Request Granted	8/13/2026	DHS	Attendance	8	1	Replacing Cassandra Taylor. Employee transfer request granted.
8/6/2026	Classified	Jessica	Nielson	CoS	Transfer Request Granted	8/31/2026	DHS	SPED III EA	5.5	0.69	Replacing Crystal Baker. Employee transfer request granted.
8/6/2026	Administrator	Erica	Wiebelhaus	CoS	Hired into new position	7/1/2026	DHS	Administrator	8	1	Refunded position
8/6/2026	Classified	Morgan	Poulos	CoS	CoS	8/31/2026	DO	SPED III	5.5	0.69	
8/6/2026	Classified	Jill	Wheeler	Resignation	Resignation	8/6/2026	DHS	FS Assistant Cook	5.5	.69	

Dallas School District 2026-2027		General Fund Operations						July 2026	
Resources primarily come from the State School Fund Grant formula and may be used for general operations of the school district									
GENERAL FUND OPERATIONS (FUND 100)		Current MTD	Current YTD	Add: Projections	Adjustments*	Annual Forecast	Annual Budget	Variance Fav / (Unfav)	*Notes
Beginning Fund Balance		\$0	\$0	\$3,200,000		\$3,200,000	\$3,200,000	\$0	
Local Sources (Property Taxes, Interest, Fees)		\$55,982	\$55,982	\$11,771,018		\$11,827,000	\$11,827,000	\$0	
Flow Through ESD, County School Funds		\$0	\$0	\$355,000		\$355,000	\$355,000	\$0	
State Sources (SSF, Common School Fund, High Cost Disability)		\$4,801,316	\$4,801,316	\$26,319,791		\$31,121,107	\$31,121,107	\$0	
Federal Sources (In Lieu of Property Taxes)		\$0	\$0	\$200		\$200	\$200	\$0	
Other Sources		\$0	\$0	\$0		\$0	\$0	\$0	
TOTAL REVENUE		\$4,857,298	\$4,857,298	\$38,446,009	\$0	\$43,303,307	\$43,303,307	\$0	
AVAILABLE RESOURCES (REV + BEG FUND BAL)		\$4,857,298	\$4,857,298	\$41,646,009	\$0	\$46,503,307	\$46,503,307	\$0	
Salaries		\$391,759	\$391,759	\$18,696,123	\$0	\$19,087,882	\$19,087,881	\$0	
Associated Payroll Costs		\$240,529	\$240,529	\$10,752,243	\$0	\$10,992,772	\$10,992,772	\$0	
Contracted Services		\$1,062,606	\$1,062,606	\$10,688,707	\$0	\$11,751,313	\$11,751,313	\$0	
Supplies and Materials		\$61,944	\$61,944	\$648,476	\$0	\$710,420	\$710,420	\$0	
Capital Leases & Equipment Purchases		\$2,811	\$2,811	\$122,189	\$0	\$125,000	\$125,000	\$0	
Dues, Fees, Insurance, Interest Paid		\$1,166	\$1,166	\$458,184	\$0	\$459,350	\$459,350	\$0	
Transfers to Other Funds		\$0	\$0	\$252,982	\$0	\$252,982	\$252,982	\$0	
Contingencies		\$0	\$0	\$2,253,522	\$0	\$2,253,522	\$2,253,522	\$0	
Unappropriated Ending Fund Balance							\$870,066		
TOTAL EXPENDITURES		\$1,760,815	\$1,760,815	\$43,872,426	\$0	\$45,633,241	\$46,503,307	\$0	
Expenditures by Appropriation		Current MTD	Current YTD	Add: Encumbrances	Adjustments*	Annual Forecast	Annual Budget	Variance Fav / (Unfav)	*Notes
Instruction		\$1,008,135	\$1,008,135	\$17,756,470	\$7,558,266	\$26,322,871	\$26,322,870	\$0	
Support Services		\$752,680	\$752,680	\$10,116,188	\$5,934,998	\$16,803,866	\$16,803,866	\$0	
Enterprise and Community Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Facilities Acquisition and Construction		\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Transfers to Other Funds		\$0	\$252,982	\$0	\$0	\$252,982	\$252,982	\$0	
Contingencies		\$0	\$0	\$0	\$0	\$0	\$2,253,522	\$2,253,522	
Unappropriated Ending Fund Balance		\$0	\$0	\$0	\$0	\$0	\$870,066	\$870,066	
TOTAL EXPENDITURES		\$1,760,815	\$2,013,798	\$27,872,658	\$13,493,264	\$43,379,719	\$46,503,307	\$3,123,589	
SURPLUS / (DEFICIT)		\$3,096,483	\$2,843,500			\$3,123,588			
Ending Fund Balance						\$3,123,588	7.21%	of Revenues	Board Policy 8%
Investment Account Balances by Type	Yield	Beg Bal	Deposits	Withdrawals	End Bal			Debt Obligation	
General Operations (5703,5018)	4.00%	\$4,552,094	\$4,924,276	\$2,100,000	\$7,376,370		Annual Debt	Paid YTD	Due by June 30, 2027
Debt Service (5770)	4.00%	\$1,263,654	\$4,293	\$20	\$1,267,927	>>>>>	\$3,926,750	\$0	\$3,926,750
Capital Projects (3974,6022)	4.00%	\$15,001,266	\$50,963	\$0	\$15,052,230				
Total District		\$20,817,015	\$4,979,532	\$2,100,020	\$23,696,527				

Dallas School District 2025-2026	Fund Group	Appropriation Monitoring					July 2026
GENERAL OPERATIONS	F100s	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)	*Notes
Instruction		\$1,008,135	\$25,314,736	\$26,322,871	\$26,322,871	\$0	+
Support Services		\$752,680	\$16,551,186	\$17,303,866	\$17,303,866	\$0	+
Enterprise and Community Services		\$0	\$0	\$0	\$0	\$0	+
Facilities Acquisition and Construction		\$0	\$0	\$0	\$0	\$0	+
Transfers to Other Funds		\$0	\$252,982	\$252,982	\$252,982	\$0	+
Contingencies		\$0	\$0	\$2,693,522	\$2,693,522	\$0	+
TOTAL		\$1,760,815	\$42,118,904	\$46,573,241	\$46,573,241	\$0	+
SPECIAL GRANTS & PROJECTS	F200s	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)	*Notes
Instruction		\$13,173	\$7,009,674	\$7,022,847	\$7,022,847	\$0	+
Support Services		\$39,488	\$2,255,023	\$2,294,511	\$2,294,511	\$0	+
Enterprise and Community Services		\$12,334	\$1,441,866	\$1,454,200	\$1,454,200	\$0	+
Transfers to Other Funds		\$0	\$100,000	\$100,000	\$100,000	\$0	+
TOTAL		\$64,995	\$10,806,564	\$10,871,559	\$10,871,559	\$0	+
DEBT SERVICE	F300s	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)	*Notes
Debt Service		\$0	\$6,429,387	\$6,429,387	\$6,429,387	\$0	+
TOTAL		\$0	\$6,429,387	\$6,429,387	\$6,429,387	\$0	+
CAPITAL PROJECTS (BOND)	F400s	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)	*Notes
Facilities Acquisition and Construction		\$27,355	\$7,242,645	\$7,270,000	\$7,270,000	\$0	+
Contingencies		\$0	\$6,480,000	\$6,480,000	\$6,480,000	\$0	+
TOTAL		\$27,355	\$13,722,645	\$13,750,000	\$13,750,000	\$0	+
UNEMPLOYMENT INSURANCE FUND	F600s	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)	*Notes
Support Services		\$136,310	\$204,465	\$340,775	\$526,000	\$185,225	+
TOTAL		\$136,310	\$204,465	\$340,775	\$526,000	\$185,225	+
TOTAL APPROPRIATION SUMMARY	ALL	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)	*Notes
Instruction		\$1,021,308	\$32,324,410	\$33,345,718	\$33,345,718	\$0	
Support Services		\$928,478	\$19,010,674	\$19,939,153	\$20,124,378	\$185,225	
Enterprise and Community Services		\$12,334	\$1,441,866	\$1,454,200	\$1,454,200	\$0	
Facilities Acquisition and Construction		\$27,355	\$7,242,645	\$7,270,000	\$7,270,000	\$0	
Transfers to Other Funds		\$0	\$352,982	\$352,982	\$352,982	\$0	
Debt Service		\$0	\$6,429,387	\$6,429,387	\$6,429,387	\$0	
Contingencies		\$0	\$6,480,000	\$9,173,522	\$9,173,522	\$0	
TOTAL		\$1,989,475	\$73,281,965	\$77,964,962	\$78,150,187	\$185,225	
UNAPPROPRIATED	ALL				\$3,375,922		
TOTAL BUDGET	ALL				\$81,526,108		

DSD Data Companion to EL in OR Legislative Annual Report 2024-25

District	Indicator	Rating	EL%	Never EL%	Level	Bonus	Point
Dallas SD 2	On Track to LEP	Limited Progress	12.5	N/A	1	N/A	1
Dallas SD 2	Regular Attendant	Limited Progress	47.9	65.5	1	0	1
Dallas SD 2	Exclusionary Disc	Notable Progress	94.8	>95	4	0	4
Dallas SD 2	Least Restrictive	N-Size	*	*	--	--	N/A
Dallas SD 2	9th Grade On-Track	Limited Progress	65	80.6	1	0	1
Dallas SD 2	5-Year Graduation	Some Progress	76.9	75.3	2	1	3
Dallas SD 2	Post-Secondary Ed	Limited Progress	40	41.4	1	0	1

Dallas School District #2

Board Report

Recommendation for Independent Adoption of EL Achieve's *Systematic ELD* Curriculum (Grades K–12)

To: Dallas School District #2 Board of Directors
Steve Spencer, Superintendent
Nick Ingalls, Director of Teaching and Learning

From: Todd Baughman, Whole Child Administrator

Date: August 10, 2026

Subject: Recommendation for Independent Adoption of EL Achieve's *Systematic ELD* Curriculum, Grades K–12

Recommendation

The Curriculum Review Committee recommends that the Dallas School District #2 Board approve the independent adoption of **EL Achieve's Systematic ELD** curriculum as the district's designated English Language Development (ELD) instructional program for students in grades K–12.

This recommendation is made following a comprehensive review of currently state-adopted English Language Development instructional materials available through the Oregon Adopted Instructional Materials (OAIM) Collection housed at Western Oregon University. Following this review, the committee reached a **unanimous recommendation** that Systematic ELD best meets the instructional needs of Dallas School District multilingual learners.

Background

Dallas School District serves an increasingly diverse multilingual student population requiring explicit English language development instruction aligned to the Oregon English Language Proficiency Standards.

Although EL Achieve's *Systematic ELD* curriculum has been implemented successfully throughout the district's elementary schools for more than three years, the district has not previously completed a formal curriculum adoption because no ELD adoption occurred during the district's most recent English Language Arts instructional materials adoption cycle.

This report seeks Board approval to formally adopt Systematic ELD as the district's designated English Language Development curriculum.

Current ML/EL enrollment, languages represented, and recent growth trends:

The demographics of our ML/EL population are largely one language group, with a small number of students representing several additional languages. **This data includes students who are currently receiving ELD services, students who are on waiver (declining services), and students who have previously passed ELPA within the past four years and are being monitored for ongoing success.**

Oregon Language Code	Students	Percent
4260 (Spanish)	103	81.1%
1290 (Russian)	10	7.9%
860 (Chinese)	5	3.9%
4710 (Ukrainian)	4	3.1%

3830 (American Sign Language)	3	2.4%
190 (Arabic)	2	1.6%
Total	127	100%

Narrative Summary

The multilingual/English learner (ML/EL) population in Dallas School District #2 is linguistically diverse, representing **six primary language groups**. **Spanish is the predominant home language**, accounting for approximately **81%** of all ML/EL students. The remaining **19%** of students speak a variety of other languages, including **Russian (8%)**, **Chinese (4%)**, **Ukrainian (3%)**, **American Sign Language (2%)**, and **Arabic (2%)**.

While Spanish-speaking students comprise the majority of the district's multilingual learners, nearly one in five ML/EL students comes from a non-Spanish language background. This linguistic diversity underscores the importance of maintaining instructional practices, translation resources, and family engagement strategies that are responsive to multiple language communities. It also highlights the need for flexible English language development programming capable of supporting students with a wide range of linguistic and cultural backgrounds.

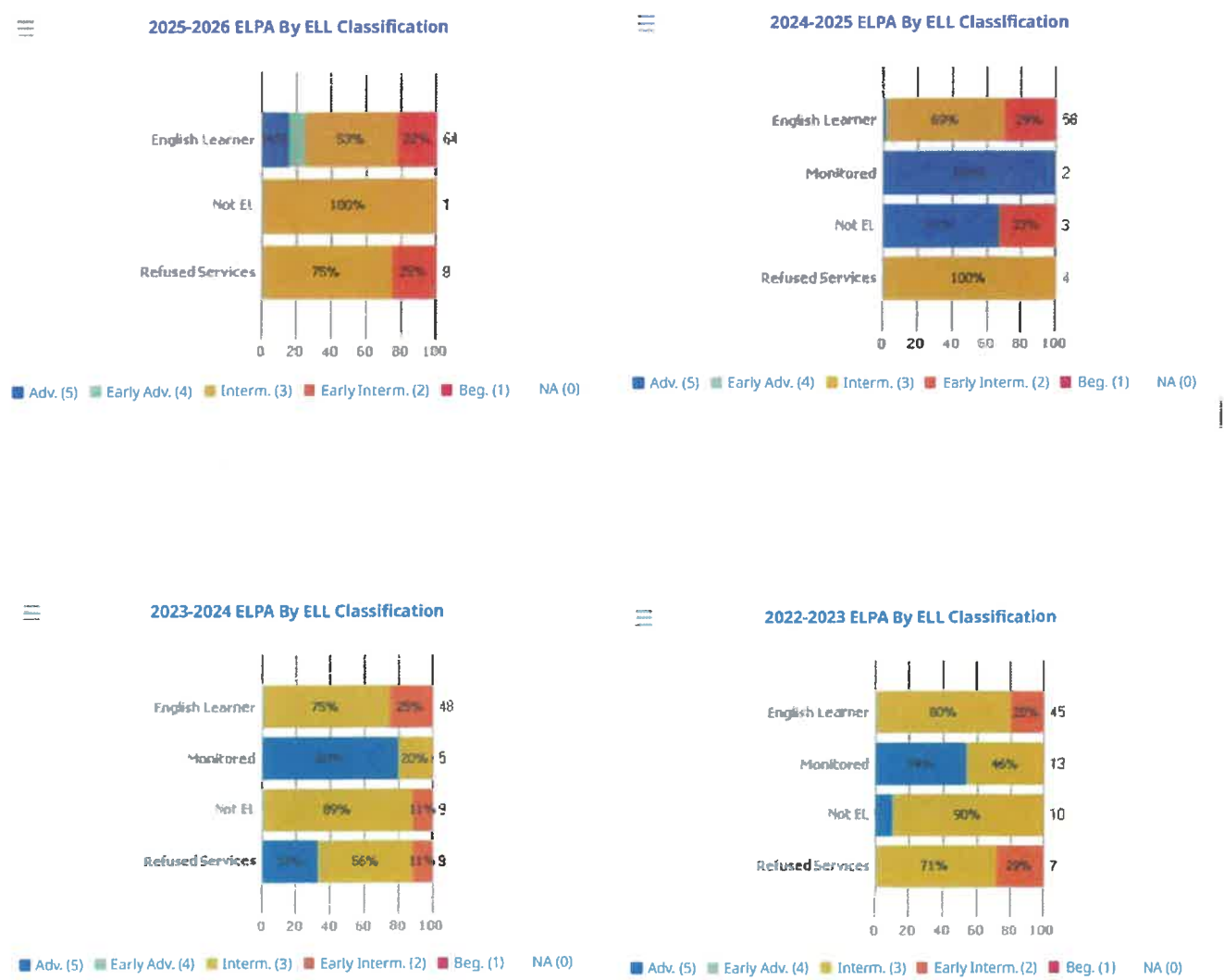
The 2025–2026 Oregon ELPA results reflect meaningful progress in English language acquisition among Dallas School District's multilingual/English learner (ML/EL) students. This infographic represents all students who received English Language Development (ELD) services during the 2025–2026 school year. The accompanying data graphs include both students receiving ELD services and students who waived services but are still required to participate in the annual Oregon ELPA assessment.

One of the most notable outcomes is the increase in students reaching English language proficiency. In 2025–2026, **25% of students who participated in the ELPA assessment achieved proficiency at Levels 4 or 5**, representing a substantial increase over previous years. This improvement suggests that a growing number of students are developing the academic English skills necessary to fully access grade-level instruction and move toward exiting English learner status.

The district also experienced continued growth in its ML/EL population and in ELPA participation. A total of **64 students receiving ELD services** participated in the ELPA assessment in 2025–2026, compared with 58 students in 2024–2025 and 48 students in 2023–2024. Despite the increase in the number of English learners served, the district saw stronger overall performance, indicating positive progress in language development.

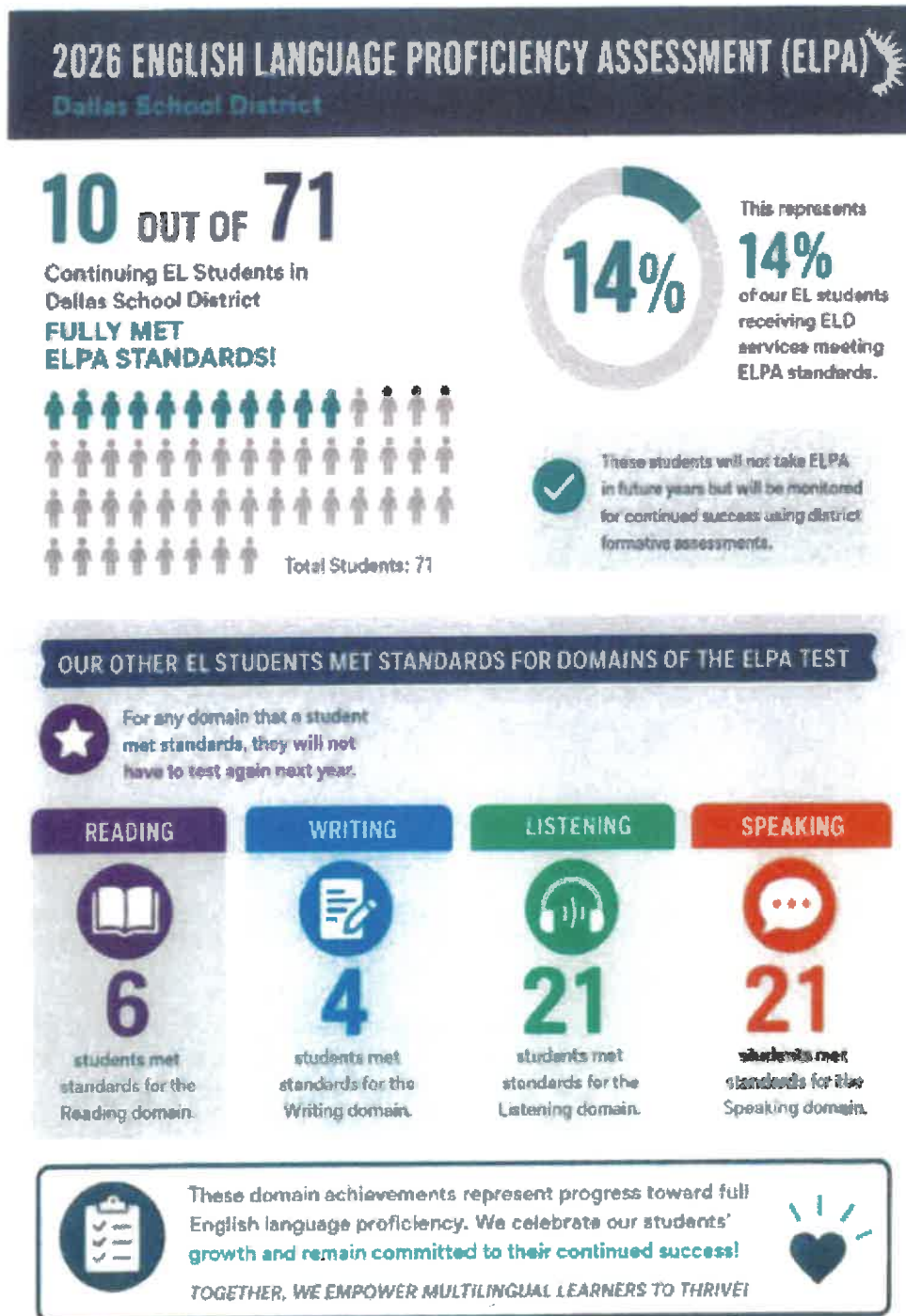
Most assessed students continue to perform in the **Intermediate (Level 3)** proficiency range, demonstrating steady language growth while highlighting the importance of continued instructional support. Students who have waived ELD services also participated in the assessment, with results similarly concentrated in the Intermediate range, reinforcing the value of ongoing language development for all multilingual learners.

Overall, the 2025–2026 ELPA results indicate encouraging momentum. **The district is serving a larger population of multilingual learners while simultaneously increasing the percentage of students attaining English proficiency. Continuing to strengthen evidence-based ELD instruction and language-rich classroom practices will help build on this success and support even more students in reaching proficiency in future years.**



The data above include students who are currently receiving ELD services and students who are on waiver (declining services).

This data includes only students who are currently receiving ELD services:



Curriculum Review Committee

The curriculum review committee included representation from:

- Kindergarten through Grade 12 English Language Development Teachers
- Bilingual Education Assistants
- Whole Child Administration

The committee's work and recommendation were also shared with the District Equity Advisory Committee as part of the district's ongoing commitment to equitable instructional practices and community engagement.

Review Process

Committee members conducted a review of all English Language Development instructional materials currently included in Oregon's Adopted Instructional Materials Collection (OAIM).

Materials reviewed included programs from:

- National Geographic Learning
- Vista Higher Learning
- HMH English 3D

Committee members compared these materials against the district's instructional goals, Oregon English Language Proficiency Standards, existing instructional practices, teacher experience, and student needs.

Following review and discussion, the committee unanimously concluded that none of the currently state-adopted instructional series provide as strong a fit for Dallas School District as EL Achieve's *Systematic ELD* curriculum.

Summary of State-Adopted Materials Reviewed

While each of the reviewed instructional series contains strengths, the committee identified several common limitations that reduced their suitability for implementation in Dallas School District.

These included:

- Reliance on outdated DVD-based instructional resources or multimedia components that no longer reflect current classroom technology.
- Grade-level configurations that do not provide a cohesive instructional sequence across the entire K–12 continuum.
- Materials that have not been substantially updated since their original adoption and no longer reflect current instructional research and best practices.
- Limited articulation between elementary, middle, and high school instructional pathways.
- Less flexibility for integrating explicit language instruction within the district's existing sheltered instruction framework.
- Fewer opportunities for systematic language routines designed around daily oral language development and academic discourse.
- Less emphasis on intentionally sequenced language forms and functions that support accelerated English language acquisition.
- Greater dependence on supplemental teacher-created materials to address identified instructional gaps.

The committee also noted several program-specific considerations:

National Geographic Learning

While visually engaging and content-rich, committee members found that portions of the program rely upon dated multimedia resources and provide less explicit, systematic instruction in language forms and functions than desired. The program also requires considerable teacher adaptation to create a coherent K–12 continuum.

Vista Higher Learning

Committee members noted strengths in language acquisition resources; however, the available materials do not comprehensively span all grade levels in a unified instructional sequence. Additional supplementation would be necessary to provide consistent districtwide implementation.

HMH English 3D

English 3D offers strong supports for secondary multilingual learners but was originally designed primarily as an intervention program for middle and high school students rather than a comprehensive K–12 English Language Development curriculum. The committee determined that it does not provide a vertically articulated K–12 instructional system aligned with the district's instructional model and would require significant supplementation at elementary grades.

Rationale for Selecting Systematic ELD

The committee recommends EL Achieve's *Systematic ELD* because it provides:

- A comprehensive K–12 instructional continuum.
- Explicit daily English language instruction aligned to language proficiency development.
- Strong alignment with Oregon English Language Proficiency Standards.
- Consistent instructional routines across grade spans.
- High levels of teacher usability and instructional consistency.
- Strong support for academic language development across all proficiency levels.
- Vertical alignment that promotes instructional continuity as students transition between schools.
- Extensive implementation experience within Dallas School District elementary schools, resulting in established teacher expertise and instructional consistency.

Teachers currently implementing Systematic ELD report that the curriculum has become an integral component of the district's English Language Development program and complements existing instructional practices.

The district's existing investment in **Systematic ELD** curriculum materials for grades K–6 provides a strong foundation for sustaining and expanding high-quality English language development instruction while acquiring additional materials as budget resources become available.

Alignment with Dallas School District Instructional Practices

An additional strength of Systematic ELD is its alignment with the district's established instructional framework.

EL Achieve also serves as Dallas School District's professional learning partner for **Constructing Meaning (CM)**, the district's Tier I sheltered language instruction model implemented schoolwide in elementary classrooms. Each elementary building maintains trained Constructing Meaning teacher leaders who support implementation of sheltered instructional practices.

Because both Constructing Meaning and Systematic ELD were developed by EL Achieve, the instructional routines, academic language expectations, and sheltered instructional strategies are intentionally aligned. This coherence strengthens teacher implementation and provides students with consistent language development practices throughout the instructional day.

Independent Adoption

Systematic ELD is **not currently included within Oregon's state-adopted instructional materials collection**.

The committee understands this is due largely to EL Achieve's implementation model, which emphasizes sustained professional learning partnerships with participating school districts. Rather than marketing materials through traditional statewide adoption processes, EL Achieve maintains ongoing partnerships that include professional development, instructional coaching, implementation support, and continuous improvement.

This professional learning model aligns well with Dallas School District's long-term investment in Constructing Meaning implementation and ongoing instructional capacity building.

Standards Alignment

EL Achieve has developed a comprehensive crosswalk demonstrating alignment between *Systematic ELD* and the Oregon English Language Proficiency Standards. Although the curriculum addresses the instructional expectations established by the Oregon Department of Education, it is not state adopted and requires independent adoption because of the required professional development components of EL Achieve partnership.

Fiscal Impact

The district's existing investment in **Systematic ELD** curriculum materials for grades K–6 provides a strong foundation for sustaining and expanding high-quality English language development instruction while acquiring additional materials as budget resources become available.

Dallas School District #2 has already invested in training staff and implementing EL Achieve Systematic ELD materials in grades K–6. The primary ongoing cost for maintaining the program is the annual EL Achieve Partnership fee of approximately \$2,000, which provides continued access and support. Future professional development costs will primarily be related to staff turnover and onboarding new team members. Retraining is estimated at approximately \$2,000 per employee as needed.

The district currently owns Systematic ELD materials for grades K–6; however, additional language levels may be purchased to better match the instructional needs of students, with an estimated cost of \$3,000. For grades 7–12, the district can implement Systematic ELD through a phased approach by prioritizing the purchase of Beginning, Intermediate, and Advanced language levels based on current student needs. Each language level is estimated at \$2,000, for a total estimated investment of \$6,000 for secondary materials.

Funding for these costs may be supported through Title III English Language Development funds, district instructional materials funds, and/or other available supplemental instructional funding sources.

Cost Category	Estimated Cost	Description	Potential Funding Source(s)
Annual Licensing/Partnership Fee	\$2,000 annually	EL Achieve Partnership fee for continued access, support, and resources	Title III, district instructional funds
Professional Development/Staff Retraining	~\$2,000 per employee as needed	Retraining costs associated with staff turnover and onboarding new ELD teachers	Title III professional development funds, district PD funds
Additional K–6 Materials	~\$3,000	Purchase of additional Systematic ELD language levels to better align instruction with student proficiency needs	Title III, instructional materials funds
7–12 Systematic ELD Materials	~\$6,000 total	Phased purchase of Beginning, Intermediate, and Advanced language levels (\$2,000 each) based on current student needs	Title III, curriculum/materials funds

Replacement Materials	TBD/as needed	Replacement of consumable or instructional materials over time	Title III, district instructional funds
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Estimated Initial Secondary Implementation Investment: Approximately \$6,000

Ongoing Annual Program Cost: Approximately \$2,000, plus professional development and replacement costs as needed.

Date of Secondary Implementation: Our secondary ELD Teacher is already registered to complete Systematic ELD training, starting a 5-day series this month. This training gives her access to an online account and curriculum for all secondary grades. Additionally, we have already moved the grade 5-6 kits from Whitworth to LaCreole for middle school use. Next steps of implementation at the secondary level are entirely budget dependent, but we anticipate it being feasible to incrementally make purchases through general funds (in 2027-28 budget planning) and/or Title III consortium-approved funds (starting as soon as 2026-27).

Recommendation

The ELD Curriculum Review Committee unanimously recommends that the Dallas School District Board of Directors approve the independent adoption of **EL Achieve's Systematic ELD** curriculum as the district's official English Language Development instructional program for students in grades K–12.

Approval of this recommendation will:

- Formally recognize the curriculum currently implemented successfully within the district's elementary schools.
 - Establish a coherent K–12 English Language Development curriculum.
 - Align English Language Development instruction with the district's existing Constructing Meaning sheltered instruction framework.
 - Provide instructional continuity for multilingual learners across grade levels.
 - Ensure district instructional materials remain aligned with Oregon English Language Proficiency Standards.
-

Attachments

1. EL Achieve *Systematic ELD* Alignment to Oregon English Language Proficiency Adoption Criteria
2. Oregon English Language Proficiency Adoption Criteria
3. Curriculum Review Committee Membership
4. Systematic ELD Copyright and Web Material Accessibility Information

Within each of our unit themes are opportunities for students to share their experiences and understanding of the information presented (content and language). Students discuss how the learning can help them to communicate and engage more effectively in school, with their families, and in their communities.

Each unit contains a variety of materials that were created with the grade, age, and background of students in mind. **Slides** and **Language Logs** include additional graphics.

All visuals reflect a diverse student population and expose students to a range of experiences intended to build their schema and background knowledge.



Visuals from **Unit One: The Art of Getting Along**, Grades 5–6. They include diverse identities and reflect age of students.



Visuals from **Unit Two: Virtual Field Trip**, Grades 1–2. They affirm diverse identities and reflect age of students.

There are many opportunities in each unit and lesson to affirm students' strengths. At the end of each week, students reflect on and celebrate what they learned. Teachers can modify tasks to meet students' needs.

Unit Four: Visual and Performing Arts, K.
Unit Four: Visual and Performing Arts, 3–4.

How did you do?

Now I can:

- Retell the beginning, middle, and end of *The Three Billy Goats Gruff*.
- Use past tense verbs to talk about what happened.
- Use nouns to describe where the story takes place.
- Use prepositions (over, under, on the other side, off, into).
- Describe the characters (scary, bigger, too big, too small).
- Connect ideas with but (and with and).

I'm proud of your hard work!

Let's say goodbye and Celebrate!

Think about your favorite part of the story.
Move your body to show us what your favorite part is!

You learned a lot and worked hard this week.
Next week, you'll pretend to be the characters from *The Three Billy Goats Gruff*.

Unpack the Rubric

Our story includes 1-3 of the following:	Our story includes most of the following:	Our story includes all of the following:
• What our new character is	• What our new character is	• What our new character is
• One thing the character does in the story	• One thing the character does in the story	• One thing the character does in the story
• What environment sounds for our character and story	• What environment sounds for our character and story	• What environment sounds for our character and story
• How the environment sounds when our character is doing something in the story	• How the environment sounds when our character is doing something in the story	• How the environment sounds when our character is doing something in the story
• All the words are spelled correctly	• All the words are spelled correctly	• All the words are spelled correctly

You have all the tools you need to score a 3!

Task Two
Create your character

Deconstruct the Mentor Text

Congratulations!

Present your work to the class. You may explain your character in your own words or read from your **Language Log**.

You took risks and tried new language!
I'm proud of you!

For each weekly assessment task, there is a prompt, sample response (mentor text), and rubric.

The following is an example lesson slide deck to show how students are prepared for weekly assessments:

All lesson slides are intentionally animated to allow teachers to teach point by point and go at students' pace. Teachers can edit the tasks and rubrics within slides, as needed.

Students have all relevant tools in their individual **Language Logs**.

Example:

Within the assessment lesson, there are opportunities for students to engage in peer assessment and self-assessment before receiving teacher feedback.

Examples of Unit Assessments:

The formative and summative assessments, including the series of unit assessments, address all four domains: reading, writing, listening, and speaking. The examples below show types of assessments that grades 3–4 students are asked to complete throughout the six instructional units for different levels of English proficiency.

Themes	1. The Art of Getting Along	2. Virtual Field Trip	3. How's the Weather?	4. Visual and Performing Arts	5. Ecology: Our Environment	6. Healthy Living
3-4 BEG						
Unit Assessments	Interview a partner and report to the group; lead a directed drawing activity; act out invitations to play; negotiate solutions.	Write a paragraph describing the setting; create a four-panel poster; write a dialogue; play a board game to retell experiences.	Have a dialogue about weather; play a board game to report on the weather/give advice; make travel plans; write a postcard about a trip.	Create a storyboard; relate instruments to characters; plan and perform a puppet show.	Write informational paragraphs; write and conduct interviews to make predictions about environmental changes.	Deliver formal presentation; conduct interviews from perspective of story characters about persevering in the face of a challenge.
3-4 INT						
Unit Assessments	Write and perform a role-play; write a story box; write a mini-book that tells how to get along at school.	Write a paragraph describing setting; create a four-panel poster; conduct interviews; retell experiences.	Give mock TV weather newscasts for different geographical areas; make and share travel plans via <i>Structured Role Play</i> ; write a postcard.	Describe the actions of characters; write about characters related to instrument sounds; plan, finalize, and perform a puppet show.	Write informational reports; write and conduct interviews to make predictions about environmental changes.	Deliver formal presentations; conduct interviews from perspective of story characters about persevering in the face of a challenge.
3-4 ADV						
Unit Assessments	Write and perform a role-play; write a story box; write a mini-book that tells how to get along at school.	Write a paragraph describing the setting; create a four-panel poster; conduct interviews; retell events.	Report and give advice about the weather; work with a partner to make travel plans; write a postcard about a trip.	Describe actions of characters; write about characters related to instrument sounds; plan, finalize, and perform a puppet show.	Write informational paragraphs; write and conduct interviews to make predictions about the impact of environmental changes.	Deliver formal presentation; conduct interviews from perspective of story characters about persevering in the face of a challenge.

Unit assessments include performance tasks similar to the Weekly Assessment, but also have additional tasks to assess vocabulary, forms, and student use of the language in context. Following is an example:

Part I.
Vocabulary

Part II.
Focus on form

Part III.
Short answer

Part IV.
Performance Task and Rubric

Feedback:
Partner
Self
Teacher

There is also a week of slides to prepare students for the unit assessment. They include review activities as well as a process for unpacking the prompt and a mentor text for the performance task.

The Systematic ELD curriculum includes six instructional units for each proficiency level at four grade spans:

	K	1-2	3-4	5-6
Levels 1 & 2 (Beginning)	✓	✓	✓	✓
Levels 3 & 4 (Intermediate)	✓	✓	✓	✓
Levels 4 & 5 (Advanced)	*Addressed in INT	✓	✓	✓

The **Systematic ELD Instructional Units** complement and support learning in English language arts, science, social studies, mathematics, and other disciplines. Unit themes are customized by grade span to address age-appropriate topics and literacy tasks (listening, speaking, reading, and writing).

The **Systematic ELD Instructional Units** are aligned to the 2013 ELP Standards.

Across the six units, language builds from the early stage of the proficiency level to the later, or exiting, stage. The language build in each unit is carefully mapped to both the content of the Common Core State Standards and English Language Proficiency Standards – the high-leverage language taught in the units bridges English learners' access into the thinking work of the content (CCSS) by building from the linguistic demands embedded within it.

What follows is an example of the comprehensive correlation between **E.L. Achieve's Systematic ELD Instructional Units** and the 2013 ELP Standards.

Unit Goal
Provides a road map for what students will be talking and writing about and what they will be expected to do at the end of the unit

Weekly Assessment Tasks
To ensure learning is on track

Unit Overview Correlated with ELP Standards

VIRTUAL FIELD TRIP: SNOWY DESTINATION

Version: 2.0
Last updated: 2019

Unit Goal
The goal of this unit is to ensure that students can describe a specific place and actions in elaborated sentences. Students will learn a range of topic-specific nouns, description phrases, verbs, adverbs, and duration phrases. Through the lessons in this unit, students will learn, practice, and apply the correct use of past, past progressive, and present perfect tenses.
This unit will help equip students with the language needed to describe setting and the actions that are specific to a place. This language knowledge supports English language arts and social studies content standards in particular.

	Week 1	Week 2	Week 3	Week 4
Language Functions	Describe the physical attributes of a place – 6.13	Retell past actions – 6.21 Describe actions of people – 6.12	Duration: Tell how long an event happened – 6.24	Compare and contrast actions using conjunctions – 6.17
Topic	Describe the snowy town we visited during our virtual field trip.	Describe the things we did on our field trip to the snow.	Explain how long the activities we did in the snow lasted.	Discuss things we did and didn't do during our day in the snow.
Language Focus	<ul style="list-style-type: none"> Topic-specific nouns and description phrases Positive and negative past tense statements with: was, were, had Elaborate descriptions using: wasn't, weren't, didn't have Pronouns: they, it Prepositions to describe location: behind, in front of, next to, near 	<ul style="list-style-type: none"> Topic-specific verbs in simple past and past progressive tenses Negative past tense statements with: did, was, go Extend sentences using conjunctions: because, when Adverbs: enough, almost, too Sequence activities within a sentence using conjunctions: before, after, while 	<ul style="list-style-type: none"> Elaborated sentences using a mix of simple past and past progressive verb forms Duration words and phrases Verb specific to time Questions that begin with: How long did 	<ul style="list-style-type: none"> Positive and negative statements in the past tense that agree with first, second, and third persons Questions that begin with: Have you ever Conjunctions: but, so, however, while Positive and negative present perfect tense statements with: has, have Ellipsis (omitted words and phrases that are understood)
Weekly Assessment Task	Students use the language from the week to write a paragraph describing the setting of the field trip.	Students work with a partner to create a four-panel poster that tells what they did on their trip to the snow.	Students conduct interviews to ask and answer questions about how long their snowy day activities lasted.	Students play a board game to tell what they did and didn't do on their field trip to the snow.
ELP Standards Addressed	3. Speak and write about text, topics, and events 10. Make accurate use of Standard English in grade-appropriate speech and writing.	2. Participate in oral and written exchanges of information and ideas 3. Speak and write about text, topics, and events. 9. Create clear and coherent oral/written sequence of events 10. Make accurate use of Standard English in grade-appropriate speech and writing.	2. Participate in oral and written exchanges of information and ideas 7. Adapt language to purpose, task, audience when speaking/writing. 9. Create clear and coherent oral/written sequence of events 10. Make accurate use of Standard English in grade-appropriate speech and writing.	2. Participate in oral and written exchanges of information and ideas. 7. Adapt language to purpose, task, audience when speaking/writing. 10. Make accurate use of Standard English in grade-appropriate speech and writing.

Language Focus
The topic informing the vocabulary, the purpose informing the structures

For each Instructional Unit grade span, we correlated the assessment task to the ELP grade-level spans. For example, for the 3-4 INT Instructional Units, we referenced both the Grades 2-3 ELP Standards and Grades 4-5 ELP Standards.

The 10 ELP Standards highlight a strategic set of language functions (what students do with language to accomplish tasks), and language forms (vocabulary, grammar, and discourse) which all ELs must acquire in order to successfully engage with college- and career-ready standards in ELA & Literacy, mathematics, and science (English Language Proficiency Standards).

The full correlation analyses are available to partner districts on our password-protected website.

Criteria 4. Differentiation, accessibility, and learning supports

Systematic ELD learning activities and assessments are rigorous, complex, diverse, and accessible to all students.

Scaffolding and Learning Supports for Newcomers and Students with Interrupted Formal Education

For every unit theme, in every grade-level band there is an age-appropriate Beginning level unit. Over the course of a school year, the six units cover a scope and sequence of language that supports students at the Beginning level of English proficiency in building a strong foundational working knowledge of English.

Language patterns are repetitive and simple. Slides and charts become part of students' familiar text bank as they begin to connect oral concepts to print.

Proficiency Level at a Glance						
Themes	1. The Art of Getting Along	2. Virtual Field Trip	3. How's the Weather?	4. Visual and Performing Arts	5. Ecology: Our Environment	6. Healthy Living
Unit Goal	Effectively manage a variety of social interactions to productively participate in a school community.	Virtually experience a farm setting found in grade-level literature and discuss the activities associated with it.	Discuss conditions (weather) and tell what actions (how to dress and what to do) make sense based on the situation.	Learn, discuss, and collaborate to perform traditional stories (<i>The Three Little Pigs</i> and <i>The Three Billy Goats Gruff</i>).	Report facts and make observations about a place and tell actions people can take to protect it.	Describe the benefits and effects of different actions (healthy/unhealthy eating, exercising/not exercising).
Language Functions	<ul style="list-style-type: none"> Make introductions, greet, and say goodbye Express needs and make requests Describe routine events Make invitations 	<ul style="list-style-type: none"> Describe the physical attributes of a place Make and report observations Describe locations of objects in space 	<ul style="list-style-type: none"> Ask for, give, and follow directions Describe actions Make and report observations 	<ul style="list-style-type: none"> Retell actions and events Describe actions Give compliments Express appreciation 	<ul style="list-style-type: none"> Describe characteristics Describe actions Describe locations 	<ul style="list-style-type: none"> Give and follow directions Compare and contrast physical characteristics Compare and contrast actions Discuss or create a plan
Sample Target Language	<ul style="list-style-type: none"> Vocabulary for school and social interactions Present tense verbs and phrases (<i>I want to throw a ball</i>) Pronouns Routine requests and responses (<i>Can you help me count, please?</i>) 	<ul style="list-style-type: none"> Vocabulary to describe the farm Present tense statements with: <i>I see, There is/are</i> Questions/statements with: <i>What is/are, Who is</i> Present progressive verbs (<i>The pig is sitting</i>) 	<ul style="list-style-type: none"> Vocabulary to describe weather and clothing Verbs and verb phrases (<i>You need socks</i>) Present progressive verbs (<i>She is jumping</i>) Imperatives (<i>Put your hat on</i>) Formulating questions (<i>What did you do?</i>) 	<ul style="list-style-type: none"> Vocabulary for social courtesies and retelling story events Past tense verbs and verb phrases (<i>It didn't fall</i>) Topical nouns/adjectives Ordinal numbers Complimentary phrases: <i>Good job! You're a great actor!</i> 	<ul style="list-style-type: none"> Natural environment vocabulary Nouns and adjectives Present tense verbs and phrases (<i>Let's throw away trash</i>) Imperative phrases (<i>Look at the salmon!</i>) Prepositions 	<ul style="list-style-type: none"> Exercise, nutrition, and grooming vocabulary Present tense verbs: <i>touch, stretch, bend, move, hop</i> Questions with: <i>Do you want, LB - How about</i> Possessive pronouns: <i>my, her, his, LB - our</i>
Unit Assessments	Role-play meeting a new friend; ask for specific school supplies; describe what they do at school; ask questions.	Work in partners to talk about the farm; describe animals; create sentences to describe actions; describe what is happening.	Create a rebus to tell what they are wearing; describe the weather in present tense; tell what they wear and do in different kinds of weather.	Retell stories using pantomime actions and props; perform stories and extend and receive compliments about performances.	Tell about animals and how to protect them; summarize actions and explain how to protect the environment.	Create an exercise plan; perform a skit to ask questions and give suggestions; make a poster to share healthy habits.
Building Toward the Common Core	<p>SL.Anech: Engage effectively in a range of conversations (pairs, groups, teacher-led) on grade-level topics, building on others' ideas and expressing their own clearly.</p> <p>L.Anech: 1. Apply knowledge of how language functions to different contexts. 2. Demonstrate command of conventions. 3. Acquire a range of domain-specific words.</p> <p>SL.K.3 Ask/answer questions in order to seek help, get information, or seek clarification.</p> <p>SL.K.4 Describe familiar people, places, things, and events.</p> <p>W.K.3 Use drawing, dictating, and writing to tell about events in order.</p>					

Proficiency Level at a Glance						
Themes	1. The Art of Getting Along	2. Virtual Field Trip	3. How's the Weather?	4. Visual and Performing Arts	5. Ecology: Our Environment	6. Healthy Living
Unit Goal	Learn language to respectfully greet others, get needs met, describe responsibilities at home, and manage conflicts.	Virtually experience a beach setting found in grade-level literature and discuss the activities that are associated with it.	Describe weather patterns and explain preparations and responses to the aftermath of storms.	Discuss and analyze characters and messages of African folktales and collaborate to apply the art of storytelling to perform and write about.	Study typical urban problems, analyze the advantages and disadvantages of different solutions, and propose a course of action.	Share information and discuss insights about the benefits and impacts of exercise, good nutrition, a growth mindset, and time management.
Language Functions	<ul style="list-style-type: none"> Share information Express needs/requests Give/follow directions Request assistance Express feelings and preferences 	<ul style="list-style-type: none"> Describe physical attributes of a place Describe actions Discuss or create a plan Compare and contrast actions 	<ul style="list-style-type: none"> Describe physical characteristics Make suggestions Compare/contrast Make predictions Express time 	<ul style="list-style-type: none"> Retell actions and events Describe and explain personality attributes Describe actions: when, how, where 	<ul style="list-style-type: none"> Describe physical attributes of a system Identify advantages and disadvantages Compare and contrast Contribute ideas/opinions 	<ul style="list-style-type: none"> Describe events Describe attributes Discuss time Explain and elaborate Describe actions
Sample Target Language	<ul style="list-style-type: none"> School/home vocabulary Verb phrases in questions and answers: <i>like to, don't like to, they</i> Pronouns: <i>I, he, she, they</i> Conjunctions: <i>and, or, but</i> Questions to request clarification using: <i>what, where, can, will</i> 	<ul style="list-style-type: none"> Vocabulary to describe a beach town Present progressive verbs and adverbs (<i>He is running quickly</i>) Questions with: <i>What is/are + pronouns (What is she doing?)</i> Future progressive tense questions with: <i>will (When will you like?)</i> 	<ul style="list-style-type: none"> Vocabulary for geography and severe weather Present and future tense verbs (<i>It's going to be hotter tomorrow</i>) Descriptive phrases: <i>There is/was a lot of (There is a lot of flooding.)</i> Indefinite pronoun (<i>Nobody said thank you.</i>) 	<ul style="list-style-type: none"> Story-related vocabulary Present and past tense verbs to retell two actions (<i>Monkey panicked. He jumped around</i>) Verb + adjective (<i>The lesson is to be careful</i>) Indefinite pronoun (<i>Nobody said thank you.</i>) 	<ul style="list-style-type: none"> Transportation and waste reduction vocabulary Adverb phrases (<i>Lanes are only for BRT</i>) Opinion phrases: <i>Yes, I agree. No, I disagree</i> Conjunctions: <i>or, because (I chase BRT because it is fast. Do you agree?)</i> Stock phrases: <i>is/are (not) a good idea</i> 	<ul style="list-style-type: none"> Verb phrases in 1st, 2nd, and 3rd person: <i>practice, learn how to, improve</i> Adjectives: <i>a lot of, complicated, smarter, intelligent</i> Adverbs: <i>every day, better, also</i> Conjunctions: <i>and, but, when</i>
Unit Assessments	Interview a partner and report to the group; lead a directed drawing activity; act out invitations; negotiate solutions.	Write a descriptive paragraph; create a four-panel poster; write a dialogue; retell experiences.	Answer interview questions; describe the weather; produce a storyboard report; conduct an interview.	Write and perform summary paragraphs; perform an original retelling and character analysis of the story.	Discuss, write, and share an expository paragraph; present information and cite evidence; create a poster presentation.	Give a presentation: write a healthy brain skit, an expository paragraph about time management, and a summary paragraph.
Building Toward the Common Core	<p>SL.Anech: Engage effectively in a range of conversations (pairs, groups, teacher-led) on grade-level topics, building on others' ideas and expressing their own clearly.</p> <p>L.Anech: 1. Apply knowledge of how language functions to different contexts. 2. Demonstrate command of conventions. 3. Acquire a range of domain-specific words.</p> <p>W.5/6.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W.5/6.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W.5/6.2 Write informative texts to examine a topic and convey information through the organization and analysis of relevant content.</p>	<p>RL.5.2 Determine theme from story details, including how characters respond to challenges.</p> <p>SL.6.1d Demonstrate understanding of multiple perspectives</p>	<p>RL.5.7 Integrate information to develop a coherent understanding of a topic or issue.</p> <p>SL.6.1d Demonstrate understanding of multiple perspectives</p>	<p>RL.5.9/6.7 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>

These examples show that while students at the beginning level of English proficiency learn basic language skills, they do so in an age- and grade-level appropriate way.

Criteria 4. Differentiation, accessibility, and learning supports

It must be stressed that Systematic ELD is not meant to be a replacement for robust literacy instruction. Newcomers and students with interrupted formal education will need access to quality literacy instruction and reading intervention with teachers who know how to integrate ELD into their instruction as well.

Systematic ELD lessons are organized in a way that allows teachers to easily see all teaching points.

In this lesson example from **Unit Six: Healthy Living**, Grades 1–2 Beginning, there are two parts (headlines): **Build food vocabulary** and **Let's learn about food groups**. Depending on students' language skills and background knowledge, the teacher could break the lesson into two sessions if needed.

Lesson One
Objective: Learn the names of fruits, vegetables, and dairy foods. Sort them into groups.

Teach the Language for the Lesson

Build food vocabulary

When a food ends with -s use this pattern:

This is _____
(food)

These are _____
(food + -s)

Week Two


juice


milk


lettuce


apples


cucumbers


oranges


cheese


celery


broccoli


grapes


bananas


carrots

 yogurt  watermelon

These food names don't end in -s, even when there's more than one.

Let's learn about food groups

Vegetables
These are vegetables.


lettuce


celery


broccoli


cucumbers


carrots

If you are pointing to one vegetable, say:

This is a vegetable.

_____ is a vegetable.
(Food)

Lettuce is a vegetable.

If you are pointing to more than one vegetable, say:

These are vegetables.

_____ are vegetables.
(Food)

Carrots are vegetables.
Broccoli and cucumbers are vegetables.
Use and to name two vegetables!

Fruits
These are fruits.


watermelon


apple


juice


oranges


bananas


grapes

If you are pointing to one fruit, say:

This is a fruit.

_____ is a fruit.
(Food)

An apple is a fruit.

If you are pointing to more than one fruit, say:

These are fruits.

_____ are fruits.
(Food)

Oranges are fruit.
Bananas and grapes are fruit.
Use and to name two vegetables!

Dairy
These are dairy foods.


yogurt


cheese


milk

Dairy foods are made from animal milk, like cows and goats.

If you are pointing to one dairy food, say:

This is a dairy food.

_____ is a dairy food
(Food)

Cheese is a dairy food.
Yogurt and milk are dairy foods.
Use and to name two dairy foods

Close the Lesson

Homework ☐

During lunch or dinner, pay attention to what you're eating!
Write down the names of two or three foods you ate and which food groups they belong to.



Lightning bolts indicate places where students can push or stretch their language skills.

Teachers make informed decisions about how much to teach based on student needs. Through the context of the Systematic ELD institute, teachers grow their own professional knowledge of the continuum of proficiency to be able to recognize which language skills students are acquiring and to plan for what they need to learn next.

Criteria 4. Differentiation, accessibility, and learning supports

TAG Students

English learners who are also TAG will benefit from the range of tasks in the Systematic ELD units. Each lesson provides time for students to work in groups and construct understandings of how English works. They do presentations in groups, partners, and on their own. If needed, teachers can enhance lessons by digging deeper into content and/or extending tasks.

In *Ecology: Our Environment*, Grades 5–6, students learn about issues facing a city and have to work in teams to research and develop an argument.

They construct their arguments together but have to produce writing on their own. Teachers can alter the assignment as needed.

Week One

Lesson One
Objective: Use specific vocabulary to define bicycle tracks and identify three key facts about them.

At the end of the week, you will write an argumentative paragraph about one of the possible solutions to traffic and pollution in the city. Your paragraph will have:

- an introduction
- three features
- two pros (positive things)
- two cons (negative things)
- a conclusion

Today, you will practice language for writing the introduction and discussing three facts.

Practice speaking to your partner:

Problem: Traffic and pollution
Possible solution: Bicycle tracks

Targeted Facts about the Problem:

- There are **more** bicycles, bikes, and bicycles that **exceed** cars and bicycles.
- They go **all over** the city. They track on **downward** in each urban.
- There are parking lots to **store**. People can **park** their bicycles to go to school, work, or stores.



Talking Stick

Practice using the target language to:

1. Introduce the problem.
2. Explain a possible solution.
3. Describe a fact.
4. Describe a second fact.
5. Describe a third fact.

After the presentation to the class:

Ecology Action Team Report

Introduction

The city asked us to help solve the problem of _____

One solution is _____

Identify the features

There are three important facts about _____

First, _____

Second, _____

Third, _____

Homework ☐

Explain bicycle tracks to someone at home. You can use English or another language.

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Ecology: Our Environment Grades 5-6 Unit 1 – Language Log

Page 7

[illegible]

In ***Ecology: Our Environment***, Grades 1–2, students learn about how animals adapt to their environment. They get lots of opportunities throughout the unit to pair with others and share and grow their knowledge.

Criteria 4. Differentiation, accessibility, and learning supports

Online Resources

Many electronic resources are available to aid teachers in their lesson planning/preparation and assessment of student language development on the password-protected **Systematic ELD Units** web page.

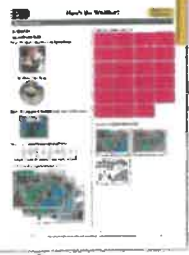
PDFs of all student materials give teachers the option of creating additional digital and/or interactive scaffolds.

Grades 1–2

In *How's the Weather?*, students play around with language to talk and write about the four seasons. They describe the temperature, clothing appropriate to the weather, and activities for different seasons and weather conditions. Through making observations, describing actions, and explaining reasons for actions, they gain facility in using a range of verb forms. They also build their knowledge of adjectives and topic-specific nouns, and learn how conjunctions work in sentences.



Beginning Proficiency Level



Lesson Slides

Unit Materials and Handouts

All unit materials are included in the *Systematic ELD Instructional Unit* kits. Images of key unit materials are replicated in the lesson slides and *Language Logs*.

Unit Materials

Weather Symbol Cards

[Download](#)

Spring_Summer Poster

[Download](#)

Fall Poster

[Download](#)

Winter Poster

[Download](#)

Spring_Summer Poster Card

[Download](#)

Fall Poster Card

[Download](#)

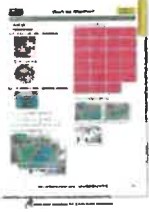
Winter Poster Card

Web page for *Unit Three: How's the Weather?*, Grades 1–2.

Each unit has a similar page with a section for each proficiency level.

Teachers access lesson slides and electronic versions of unit materials.

Beginning Proficiency Level



Lesson Slides

Unit Materials and Handouts

Assessment Tools and Communication

Ongoing Assessment Log

Use the *Ongoing Assessment Log* to capture notes about students' target language use as you listen in during their opportunities to orally practice.

To create your class log, go to the view-only Google Sheet and "Make a copy" on your Google Drive:

[How's the Weather? – 1-2 Beginning – Ongoing Assessment Log](#)

Unit Assessment Log

The *Unit Assessment Logs* automatically calculate the number of students meeting or exceeding, approaching, or not meeting benchmark.

- Add your student names to Unit 1. They auto-populate on the subsequent sheets.
- Add your results for each unit to monitor progress and generate mid-year and end-of-year progress reports.

To create your class spreadsheet, go to the view-only Google Sheet and "Make a copy" on your Google Drive:

[How's the Weather? – 1-2 Beginning – Unit Assessment Log](#)

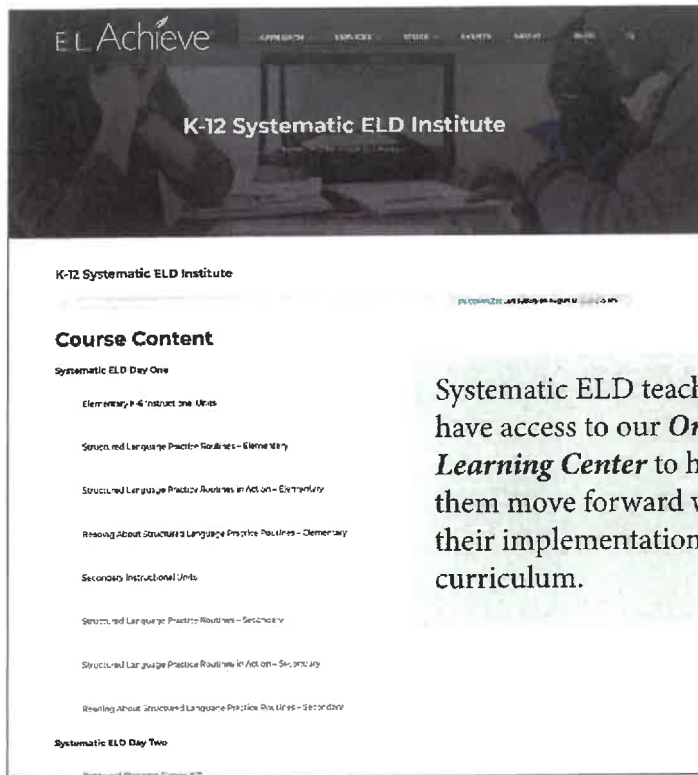
Communicating the Work of SysELD

These *Tickets Out the Door (TOD)* are a quick way for classroom teachers to know about what is happening in SysELD. The ticket shares with them the purpose of the lesson for each day and has room for you to leave a note with any pertinent reminders.

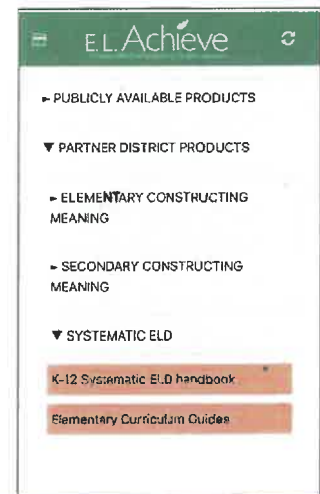
[Teacher TOD – 1-2 Beginning – all units](#)

Electronic assessment forms allow for the reporting of student, class, and school-level data at the daily, weekly, and unit levels.

Criteria 4. Differentiation, accessibility, and learning supports



Systematic ELD teachers have access to our *Online Learning Center* to help them move forward with their implementation of the curriculum.



Included with each unit is a digital curriculum guide for teachers, available through the **E.L. Achieve app**.

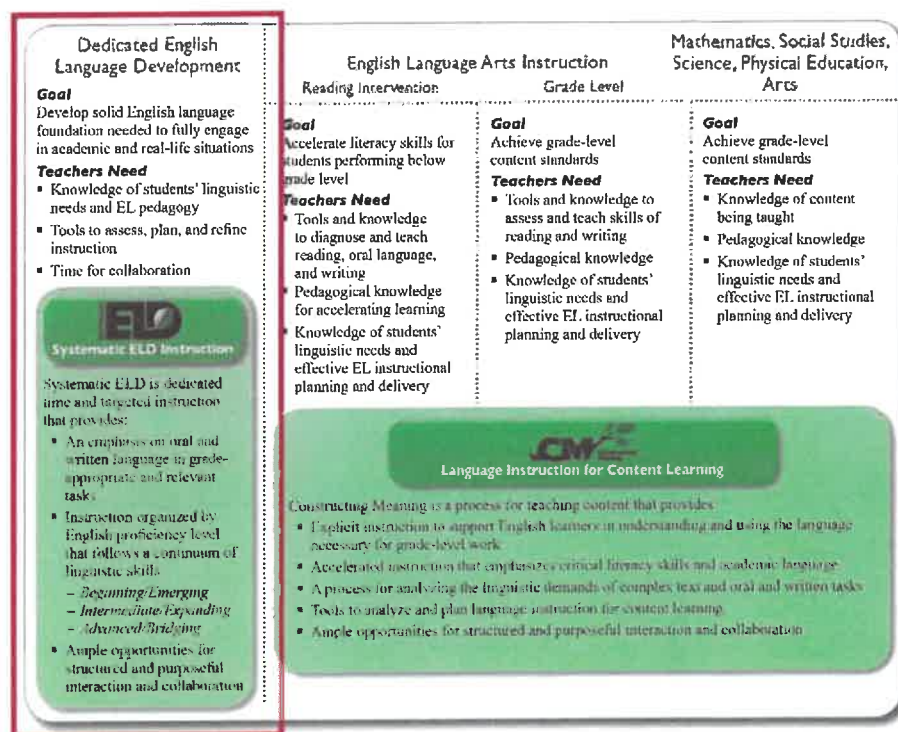
A critical research-based feature of Systematic ELD is that language is explicitly taught, and instruction emphasizes oral language development through structured, purposeful interaction, with substantive written practice to ensure students develop in-depth understanding of how English works, and acquire fluency and an accurate command of all modes of communication. Students' language learning is best situated in authentic, real conversations and interactions with their peers and teachers. For this reason we do not produce digital copies of the student Language Logs. Using printed booklets prevents a default of putting students in front of a screen, and allows them to engage in partner writing and share visual resources in group interactions.

NIMAS

E.L. Achieve produces all of its own materials and has the ability to produce a NIMAS file of materials for any eligible student. Currently, our Secondary Constructing Meaning student workbooks are available on the NIMAC website. Additional resources may be created as needed, based on requests for student materials from partner districts.

Oregon's English Language Proficiency Standards highlight and amplify the language demands of the Common Core State Standards (CCSS) that English learners need to gain advanced knowledge of English for academic achievement. They call out the necessity of providing robust English language instruction throughout the instructional day – through both a dedicated, targeted ELD block and integration into other content delivery.

Our research-based and federally compliant **Blueprint for Serving English Learners** (graphic at right) outlines both purposes for language instruction. The **Systematic ELD Instructional Units** were developed from E.L. Achieve's comprehensive framework and are specifically designed to teach English language as its own subject of study (highlighted in red box).

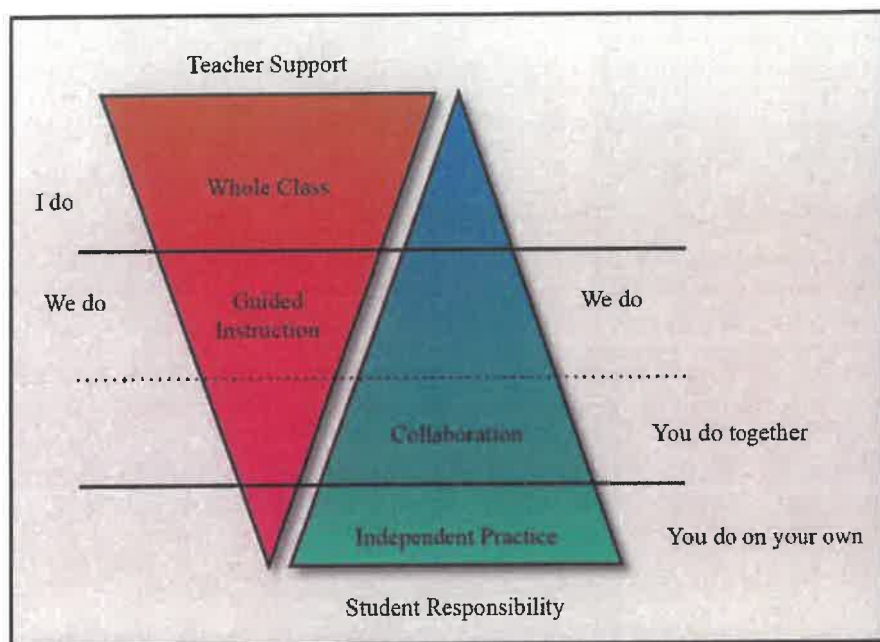


Critical research-based features of Systematic ELD instruction:

1. Language learning and exploration are squarely in the foreground.
2. Students are grouped by assessed proficiency level for this part of the instructional day. This is determined by multiple sources, such as state language assessments, analysis of writing samples for vocabulary and grammatical knowledge (using the E.L. Achieve **Learning English as a New Language: A Continuum** or language-focused writing rubric), the **Listen for Hallmarks: Verify Systematic ELD Placement**, and recorded observations of oral production.
3. Instruction uses a functional language approach organized around essential purposes for communication. Language tasks are highly applicable to real-world and academic interactions that students must adroitly navigate. Instruction draws students' attention to a variety of aspects of English (e.g., rhythm and cadence, pronunciation, colloquial expressions, formal and informal registers).
4. An organized method of language instruction is provided to prevent gaps and fill existing gaps in language knowledge that can hinder students' achievement of full English proficiency. Instruction follows a developmental scope and sequence of language skills identified in ELP standards and the Systematic ELD Handbook.
5. Language is explicitly taught, and instruction emphasizes oral language development through structured, purposeful interaction, with substantive written practice to ensure students develop in-depth understanding of how English works, and acquire fluency and an accurate command of all modes of communication.

Systematic ELD Units employ a sound and well-articulated vision of instruction that clearly:

1. Builds background knowledge.
2. Teaches high-leverage language that is applicable to real-life and grade-level work.
3. Maps strategically with language objectives that build toward weekly and unit goals.
4. Gradually releases responsibility to students (see graphic at right).
5. Consistently moves from abundant oral practice to authentic writing tasks.



Developed over three years, the **Systematic ELD Instructional Units** are being used in thousands of classrooms worldwide. Through ongoing relationships with partner district leadership teams, our annual Symposia, and classroom visits, we have access to extensive information for continual improvement. We maintain a running log with insights, corrections, and suggestions from our staff as well as teachers and coaches in partner districts using the units. Prior to reprinting, we update each teacher Unit Curriculum Guide and all student materials. We share those insights and improvements with our partner districts.

There are many factors that influence whether the use of instructional materials results in student gains, beginning with the quality of core instruction, shared grade-level and school-wide vision of the essential elements of effective ELD instruction, clear district expectations for time allocation and appropriate grouping, adroit adaptation of instruction to meet identified student needs, teacher collaboration to analyze student work and plan next steps, consistency of administrator support, and so on. Our Promising Results web page (<https://www.elachieve.org/promising-results/>) provides information on partner district outcomes.

E.L. Achieve's implementation tools are designed to assist districts in planning for the most efficient use of resources. To reinforce the implementation of **Systematic ELD Instructional Units** and to assist in designing follow-up support sessions, teachers and administrators should complete the online Implementation Survey each spring. The survey aligns with the Refining Our Practice skills. This information, combined with walk-through data gathered using the Lesson Observation tool, formative assessments, and student achievement results, will guide ongoing professional development efforts. A district's Systematic ELD implementation plan can be easily updated with this information, providing a road map for the allocation of funds, staff development, and coaching support for the year ahead.

Research-based approach to professional development

E.L. Achieve distinguishes itself from other professional development and publishing organizations by taking a system-wide approach. We developed our instructional materials to ensure school systems have a high-quality, well-designed ELD curriculum to successfully implement the framework we teach. Available research suggests that the quality of learning is bolstered when district and site administrators set a clear direction by prioritizing ELD and supporting implementation.

In order to purchase **Systematic ELD Instructional Units**, teachers participate in multiple days of an institute to gain a solid vision of instruction and ELD concepts. Site and district administrators are provided with specialized training and tools to deepen their understanding of quality ELD instruction and learn how to support effective implementation.

Systematic ELD approach is effective in practice

Anecdotal data about **impact on students** from coaches and teachers:

“Working on the Ecology unit, there is a lot of vocabulary to frontload at the beginning. Once the students have used the vocabulary, the sentence structures of pros and cons were a lot of fun. Students were very good at both the oral language and writing their thoughts using ‘One positive feature of the bike trails is that...’ or ‘Another advantage of the bike trails is that...’ The videos were so very helpful, so students could see them in action!”

“My students love the interactive practice activities and they are always excited for ELD time because they get to think and talk together. Their oral language production skills have improved.”

“When I met Max he was a 6th grader in an intermediate group, struggling to participate in an activity generating sentences orally using present and future tense verbs. His sentences were stilted and vocabulary very limited. Several months later, the group was working on a culminating assessment task. Using graphic organizers, sentence frames, and charts from previous lessons as resources, students had to make decisions about how to formulate and respond to questions. Max wrote using various language patterns flexibly. He confidently conducted his interview for the class, navigating changing verb tenses, and using sophisticated vocabulary and various sentence structures as if he had known them all his life! He stood tall and proud, with a huge grin on his face.

When I asked him how he had learned so much, he explained that the graphic organizers, picture cards, and posters helped him think about what to say, and the sentence frames, verb cards, and language charts helped him think of how to say it. The teacher had given students lots of time to practice talking and writing together using games and fun activities. She showed them how to use the language during other subjects and encouraged them to try it out.

His teacher commented that Max came to life in ELD – participating and asking questions. As he had learned to use language more flexibly, he became interested in expanding his vocabulary to express himself more clearly. He knows how to use the language he’s learned in ELD to actively participate during other content instruction. He helps others and feels good about himself. This is a kid who hasn’t had many opportunities, at home or at school, to feel proud of himself – and now he does!”

Anecdotal data about **impact on instruction** from administrators and teachers:

“I’ve been teaching for four years. And I always thought I was a great teacher. But after using Systematic ELD Unit lessons, it hit me that I could have been doing so much better. I finally understand what good teaching looks like. I love how you explain things for me and help me understand. Now, I feel like a great teacher.”

“The units have definitely been well received in our District. Teachers have been able to successfully synthesize the theoretical concepts presented in training sessions with the practical implementation of the Units in the classroom. Our teachers appreciate learning the methodology/ approach of Systematic ELD instruction and then having the materials to match what they have been trained to implement. This is year one of District-wide implementation and as the school year is coming to an end, I am so impressed with the progress we have made!”

“It wasn’t until teachers implemented the E.L. Achieve units that we consistently saw ELD lessons that looked like the kind of effective instruction we wanted to see happening in the classrooms. The demonstration of the units really increased understanding of the components of a good ELD lesson. Teachers were grateful to have the lessons designed for them and gained a much clearer understanding of lesson components such as structured practice as they implemented the units.”

The **Systematic ELD Instructional Units** for K–12 are built on CCSS and content standards to ensure that topics and language taught are grade-level appropriate, high leverage, and portable.

English learners practice reading target language and build fluency through the use of text, teacher charts, and student materials. They also read their own writing and the writing of their peers.

For example, the goal of **Unit Five: Ecology: Our Environment**, Grades 3–4, is to ensure that students gain the language necessary to report facts and observations. Students research desert, tundra, coast, and ocean habitats. They utilize a report template to write informational paragraphs that explain the adaptations of plants and animals. They also make and ask others for predictions to analyze how specific environmental changes might impact each habitat.

This unit helps equip English learners with the language needed to express understanding about our environment as they strengthen their proficiency in verbal and written communication.

Examples of predictions to analyze how specific environmental changes might impact each habitat:

*It looks like some types of fish are **disappearing** since people are **overfishing** in the ocean.*

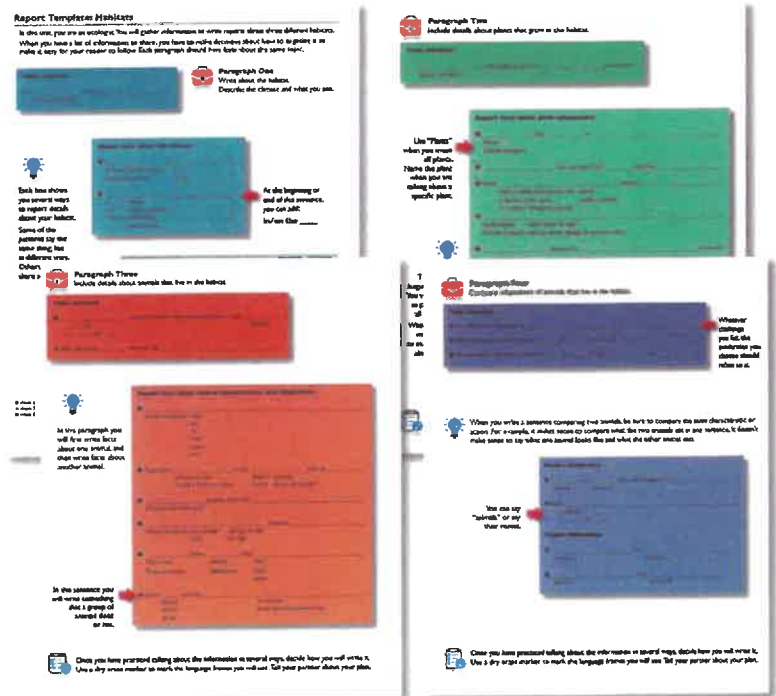
*Sharks **might not be able to** find enough food since they prey on fish.*

*It looks like fish and animals can get **trapped** in **fishing nets** if they break and **sink** into the ocean.*

*Pelicans **might not survive** since they **won't have** enough food to eat.*

*I think it **will be harder** for sharks (pelicans) to survive if there isn't enough food.*

*I think that there **will be fewer** fish in the ocean if people are **overfishing**.*



Report Template Habits

In this unit, you are an explorer. You will gather information to write reports about three different habitats. When you have a lot of information to share, you have to write down about how to organize it so make it easy for your reader to follow. Each paragraph should have facts about the same topic.

- Paragraph One** Write about the habitat. Describe the climate and what you see.
- Paragraph Two** Write about the habitat. Describe the climate and what you see.
- Paragraph Three** Write about the habitat. Describe the climate and what you see.
- Paragraph Four** Compare what you see in the habitat. Describe the climate and what you see.
- Paragraph Five** Compare what you see in the habitat. Describe the climate and what you see.
- Paragraph Six** Compare what you see in the habitat. Describe the climate and what you see.

Ticket Out the Door Name: Glorivette Date: _____

I like the writing template. It helps me see how to express my ideas and I can choose how I want to say them.

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Students are also asked to evaluate the resources used in the lessons and how they impact their language learning.

These lessons help build students' metalinguistic awareness, increase their ability to use English proficiently, and give them agency over their own language use.

Each unit integrates structured, targeted oral language practice into every lesson, every day, and equips students to use language flexibly and fluently for a wide range of purposes:

- Deliver oral presentations and have discussions about a variety of grade-appropriate texts, topics, and experiences.
- Compose thoughts in writing – Student writing demands increase throughout the school year and are written with grade-level CCSS writing demands in mind.

Example of how writing is
infused into lessons from
Unit Five
Ecology: Our Environment
1–2 ADV

Take Language to Application (You Do Together/You Do On Your Own)

Students do *Think, Pair, Write, Share* to write what they can say. Groups keep materials from the previous activity to reference as they write. *You should be able to write everything you can say.*

1. Look at the poster card. Think about what you want to write about the jungle. Say the sentences out loud to yourself.
2. Tell your elbow partner what you will write. As partners share, distribute a *Wipe-off Sentence Strip* and a *Dry Erase Marker* to each student. Give students a paper towel or cloth to use as an eraser.
3. Model the writing before students begin. Show them how to refer back to the sentence strips and vocabulary cards. *When I signal, begin writing.* Allow 2–3 minutes for writing.
4. *When you're done, hold up your strip so I can check it.* Direct students to correct errors. For example: *Nico, you misspelled leaves.* Look at the description card on your table and correct it. Repeat if time allows. While you review strips, take notes on your *Ongoing Assessment Log*.

Cue Card


*Wipe-off Sentence
Strips*

Dry Erase Markers

*Ongoing Assessment
Log*

Throughout the units, students are taught how to use language for a variety of academic and non-academic purposes. This broad scope of learning, infused with rigorous practice opportunities, allows them to build the knowledge and skill to make well-informed choices to successfully meet a wide range of language demands.

The **Systematic ELD Instructional Units** provide English learners with opportunities for frequent oral and written interactions to build their language for a range of purposes, such as:

- Exchange ideas and information using language that is proficiency-level appropriate.

In the **Virtual Field Trip** units, students discuss a setting and tell about the activities they did:

3–4 INT

*We weren't quiet enough when we were hiking
because the deer never came out.*

1–2 ADV

A: *What did you see in the big city?*

B: *I saw lots of taxis.*

A: *Are there taxis where you live?*

B: *Yes, but there are a lot more in the city.*

- Critique, analyze, and respond to peers using language that is proficiency-level appropriate.

Examples are found in **Unit Four: Visual and Performing Arts**. Students respond to their peers' performances (K, 3–6) and artwork (1–2) and give each other specific feedback and compliments.

- Obtain information from the real world using language that is proficiency-level appropriate.

In **Unit Three: How's the Weather?**, kindergarten students ask and answer questions using modal verbs, and students in grades 5–6 use a range of verb phrases to describe weather conditions.

Kindergarten INT

A: *If it's snowing, what should the kids do?*

B: *If it's snowing, they should play in the snow.*

5–6 BEG

It's hot in the north today. It's going to be windy tomorrow.

(Late BEG) *Today the wind is blowing in the west.
It's going to snow tonight.*

Criteria 6. Language Domains

- Engage in complex, relevant, and authentic academic tasks.

Daily, weekly, and unit assessment tasks are created with grade-level standards in mind to ensure students have ample opportunities to apply the spoken and written language they need to engage in grade-level content tasks. For example, in **Unit Four: Visual and Performing Arts**, Grades 5–6, students give oral presentations on various literary texts/topics and compose several forms of text.

	5–6 INT	5–6 ADV		
Weekly Assessment Task	Students write a summary paragraph.	Students write a paragraph describing the events in <i>Why Mosquitoes Buzz in People's Ears</i> and retell it orally using storytelling techniques.	Students use storytelling techniques to perform an original retelling and character analysis of <i>Why Mosquitoes Buzz in People's Ears</i> .	Students write an original story and perform it using storytelling techniques.

In addition to the supports provided in the curriculum itself, teachers reference their **Systematic ELD Handbooks** and **Support Kits** for additional resources to design oral and written structured language practice routines that provide students ample opportunities to use the target language.

Within each lesson, students are required to discuss and share their thinking in structured language practice throughout the instructional sequence. The following example from **Unit Three: How's the Weather?**, 3–4 Beginning shows how language objectives in the lessons require that students discuss informational topics on a daily basis, and lists the structured language practice routines that teachers use to ensure students have ample opportunities to practice.

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Daily Objective			
Students will describe the weather and activities they will do in different weather conditions. LB students will use the conjunction so to connect phrases.	Students will use past tense verbs to tell what activities they did in different kinds of weather. LB students will use the conjunction so to connect sentences.	Students will use past tense verbs and the adverb then to talk about activities they did in two kinds of weather.	Students will ask and answer questions about a trip using location vocabulary, past tense verbs, and adjectives to describe the weather.
My Turn, Your Turn; Talking Stick with Spinners; A/B Writing Partners; Elbow Partners	Language Pattern Song; My Turn, Your Turn; Talking Stick with Spinners; Give One, Get One; Elbow Partners	Language Pattern Song; My Turn, Your Turn; Card Game, Language Logs; Elbow Partners	Language Pattern Song; My Turn, Your Turn; Talking Stick with Spinners; Lines of Communication; Elbow Partners

E.L. Achieve's **Systematic ELD units** are backward mapped from grade-level-appropriate cognitive tasks and assessed language proficiency-level needs. The materials and activities support students as they develop an in-depth metalinguistic understanding of how English works. Students use that knowledge to comprehend text and accurately express their understanding in ways that are appropriate to the task in writing and oral presentations. They engage in both formal and informal tasks throughout the course of the curriculum.

The units present instruction that is backward mapped from weekly language goals and teaches high-leverage language students need to develop English language proficiency. Together, the six units collectively address the competencies of each English proficiency level as outlined in the Systematic ELD framework. The units are organized to teach and practice key patterns and functions in standard English with increasingly greater depth and complexity throughout the year. Each lesson includes clearly stated target language.

The goal of the **Healthy Living** units, for example, is to build the foundational language necessary to discuss behaviors, benefits, and impacts of choices related to exercise, hygiene, and food consumption.

At the 3rd and 4th grade level, this unit equips students with the language needed to express understanding about exercise, nutrition, time management, and reacting to challenging situations as they build their proficiency in oral and written communication.

Specific target language structures taught include:

- **phrasal verbs** (*keep on trying to, ask for help to, gives you energy to, learn from, complain about*)
- **modal verbs** (*might, might not, could*)
- **nouns** (*muscle, cramp, performance, side ache, serving, food group, siblings, tantrum*)
- **prepositions of time** (*for half an hour, for 45 minutes, over the weekend, until it gets dark*)
- **adverbs of time and frequency** (*every day, daily, regularly*)
- **comparatives and adjectives of states of being** (*better, more, normal, upset, angry, frustrated*)
- **conjunctions** (*because, but, or, whenever, although, not only, but also, even though*)

These examples demonstrate how 3rd and 4th graders practice generating sentences from simple to complex using standard English, and show specific structures taught to communicate about the topic of instruction.

3-4 BEG

You're **mad** (*upset, angry, frustrated*). It's **hard**.

Don't **stop trying** (*give up, quit, walk away, stop playing*).

You **can ask for help** (*take a break, talk to a friend*).

Late Beginning
I know you're **mad** (*upset, frustrated*).

You **don't have to say that way** (*give up, walk away, stop trying, stop playing*).

I know it's **hard**. Ask for help (*Keep playing/trying*).
Take a **break** (*walk*). You'll feel **better**.

Talk to a **friend**. You'll feel **better**.

3-4 INT

It's **helpful to say**. "Take a break." It's **not helpful to say**. "I knew you would be upset."

It's **helpful to say**. "There's always next time." It's **not helpful to say**. "I knew you couldn't do it (would lose)."

If you want to be helpful, you **can say**. "You did your best." Please **don't say**. "You can't do it."

If you want to be helpful, you **can say**. "Do you need some alone time?" Please **don't say**. "I don't want to hang out with you."

3-4 ADV

When I'm **frustrated**, it **helps to hear**. "Take a break." It **doesn't help to hear**. "You always get mad." That **just makes me feel worse**.

When I want to **quit**, it's **helpful to hear**. "Don't give up!" It's **not helpful to hear**. "You always quit." That **just discourages me**.

If I ask for some time alone, please **don't make me feel bad**. That **just means I need to calm down**.

If I start crying, please **don't make fun of me**. That **just makes me feel like giving up**.

Criteria 7. Language Complexity

In **Unit Three: How's the Weather?**, Grades 1–2, students use word cards and pictures to build the language they need to describe how the seasons influence the weather, the landscape, and actions. Students learn adjective placement, adverbs of frequency, contractions, and conjunctions to describe weather. The content and topic-vocabulary is at grade level, so learning is relevant and meaningful. The structures and forms are adapted by proficiency so each student has access to the same topic while learning increasingly specific and complex language to express meaning.

1–2 BEG	1–2 INT	1–2 ADV
<p><i>It's cold.</i></p> <p><i>It's warm.</i></p> <p><i>It's sunny (cloudy, rainy).</i></p> <p><i>Fall is windy.</i></p> <p>Late Beginning</p> <p><i>It's cold (warm) in the fall.</i></p> <p><i>It's sunny in the fall.</i></p> <p><i>It's windy in the fall.</i></p> <p><i>It's cloudy in the fall.</i></p> <p><i>It's rainy in the fall.</i></p> <p><i>It is sometimes cold (warm, windy, sunny, cloudy, rainy) in the fall.</i></p>	<p><i>It is usually cool in the fall.</i></p> <p><i>It is sometimes rainy in the fall.</i></p> <p><i>It's sometimes windy in the fall.</i></p> <p><i>Sometimes it's cloudy in the fall.</i></p> <p><i>It's usually cool in the fall, but sometimes it's warm.</i></p> <p><i>It's usually cloudy in the fall, but sometimes it's sunny.</i></p> <p><i>It's usually cool and sunny in the fall, but sometimes it rains.</i></p>	<p><i>It is usually cool in the fall, but once in while it's hot.</i></p> <p><i>It's usually cool in the fall, but sometimes it's cold.</i></p> <p><i>It's sometimes rainy in the fall and sometimes it's windy.</i></p> <p><i>It's sometimes cloudy in the fall, but sometimes it's sunny.</i></p> <p><i>It's usually sunny in the fall, but sometimes it's rainy.</i></p> <p><i>It's usually cool and sunny in the fall, but sometimes it rains.</i></p>

In the **Language Logs**, students are also provided scaffolding for writing using sentence frames:

Unit 3: How's the Weather? 1–2 INT

Unit 5: Ecology: Our Environment 3–4 ADV

These frames support the oral and written practice of language and allow students to try various ways to describe weather using accurate English with increasing complexity.

The units use well-organized visuals, templates, and other explicit scaffolds to teach essential vocabulary and language patterns so students are able to use precise language and take charge of how they communicate.

Criteria 7. Language Complexity

For students to successfully navigate through text (from basic to complex), they need to possess a rich and varied vocabulary. The words that are taught and practiced in the units become increasingly sophisticated, growing from vocabulary needed to discuss here-and-now, concrete, observable experiences at the Beginning levels, to past and future experiences at more Intermediate levels, to events not in students' experience and abstractions at the Advanced levels. The taught concepts help to develop students' comprehension and proficiency with language on a continuum from general to specific and technical to abstract.

The following examples of slides from *Unit Four: Visual and Performing Arts, Grades 1–2 Intermediate*, illustrate how the materials help students build their knowledge of nouns as well as descriptive adjectives.

Pictures are available in the *Slides*, student *Language Logs*, and cards in the unit box so students can interact with them in different ways. Throughout the week, students have multiple opportunities to practice and deepen their understanding of the newly taught language as they apply it to various tasks.

In *Unit Four: Ecology: Our Environment, Kindergarten Intermediate*, students work with informational text to build specificity of word and phrase choice by reporting observations about places and animals. They expand their comprehension of both the meaning and practical application of the language as they are asked to:

Students play “Charades” and a board game to tell each other about river animals and how to protect them.

Students play “Charades” and a board game to tell each other about tree animals and how to protect them.

Students play “Charades” and a board game to tell each other about pond and park animals and how to protect them.

Students sort cards to help them summarize actions and explain what they can do individually and as a class to protect the environment.

Criteria 8. Language Proficiency

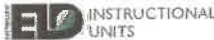
Scope of the Curriculum

The **Systematic ELD Instructional Units** are built on CCSS and content standards to ensure that topics and language taught are grade- and proficiency-level appropriate. Six broad themes are taught throughout the year, with each theme divided into three grade-level spans. Each grade-level span unit has a separate version for each proficiency level. Systematic ELD proficiency levels align with ELP levels:

	K	1–2	3–4	5–6
Levels 1 & 2 (Beginning)	✓	✓	✓	✓
Levels 3 & 4 (Intermediate)	✓	✓	✓	✓
Levels 4 & 5 (Advanced)	*Addressed in INT	✓	✓	✓

Together, the six units collectively teach the competencies of each English proficiency level as outlined in the Systematic ELD framework. The units are organized to teach and practice key patterns and functions in increasingly greater depth and complexity throughout the school year, and for this reason, they should be taught in sequence.

Teachers have access to **Grade Level Maps** (example below) and **Proficiency Level at a Glance** through the Systematic ELD units web page. These documents show how each unit addresses language learning at the different proficiency levels. The language functions and grammatical forms that are taught spiral throughout the units to ensure students receive repeated and varied opportunities to learn and apply the language in oral and written performance tasks.

		5-6 Grade Level Map				E.L. Achieve
Themes	1. The Art of Getting Along	2. Virtual Field Trip	3. How's the Weather?	4. Visual and Performing Arts	5. Ecology: Our Environment	6. Healthy Living
Unit Goal	Plan for and discuss making positive changes at school and how to work together to resolve conflicts.	Virtually experience a beach setting found in grade-level literature and discuss activities associated with it.	Describe and report on U.S. weather patterns, and explain preparations and responses to the aftermath of storms.	Collaborate to analyze characters and messages of African folktales and apply the art of storytelling to perform and write them.	Study urban problems, analyze the advantages and disadvantages of different solutions, and propose a course of action.	Summarize the benefits and impacts of exercise, good nutrition, a growth mindset, and time management.
Grades 5-6 CCSS and Other Content Standard Connections	<p>H Determine strategies for responding to conflicts</p> <p>W.5.6.3 Write narratives using effective technique, descriptive details, and clear event sequences</p>	<p>W.5.6.3 Write narratives using effective technique, descriptive details, and clear event sequences</p>	<p>SCI Causes and effects of different types of severe weather</p> <p>SS U.S. regions/map</p> <p>W.5.6.3 Write informative texts to examine a topic and convey information</p>	<p>VPA Collaboratively create a performance</p> <p>RL.5.2 Determine theme from story details, including how characters respond to challenges</p> <p>RL.6.3 Describe how characters respond as plot moves toward resolution</p>	<p>SS Conduct benefit analysis of current events</p> <p>RI.5.9.6.7 Integrate information to develop a coherent understanding of issue</p> <p>SL.6.1d Demonstrate understanding of multiple perspectives</p>	<p>H Identify benefits of food choices, physical activity, and sleep; monitor progress toward a goal</p> <p>RI.5.9.6.7 Integrate information from several texts to write or speak about the subject knowledgeably</p>
<p>SL Anchor: Engage effectively in a range of conversations (pairs, groups, teacher-led) on grade-level topics, building on others' ideas and expressing their own clearly.</p> <p>L Anchors: 1. Apply knowledge of how language functions to different contexts. 2. Demonstrate command of conventions. 3. Acquire a range of domain-specific words.</p>						
BEGINNING Simple Target Structures	V. phrases in Q&A: like to, don't like to From: I, he, she, they Conj: and, or, but Questions to request clarification using: What, Where, Can, Will	Present progressive v. + adv. (<i>He is running quickly</i>) Questions with: What + is/are + pron. (<i>What is she doing?</i>) Future progressive tense questions with: will	Present and future tense v. (<i>It's going to be hotter tomorrow</i>) Descriptive phrases: There is/was a lot of (<i>There is a lot of flooding</i>)	Present and past tense v. to retell two actions (<i>Monkey panicked. He jumped around</i>) V. + adj. (<i>The lesson is to be careful</i>) Indefinite pron. (<i>Nobody said thank you</i>)	Adv. (<i>Lanes are only for Bus Rapid Transit</i>) Conj: or, because (<i>I chose BRT because it is fast. Do you agree/disagree?</i>) V. phrases: is/are (not) a good idea	V. phrases in 1 st , 2 nd , and 3 rd person; practice, learn how to, improve Adj.: intelligent, complicated, a lot of Adv.: every day, better, also Conj.: and, but, when
INTERMEDIATE Simple Target Structures	Modals to ask for and give suggestions (<i>What would you change about...?</i>) Use of: can, why (<i>Can you please explain why you like science?</i>) Compound and complex statements with: when	Positive/negative descriptions (<i>The cliffs were steep and rocky. They weren't safe</i>) Prep. of time Conj.: so, while, however (<i>They went exploring while the tide was low</i>)	Time phrases with comparative adj. (<i>It's even hotter than yesterday</i>) Complex sentences (<i>They were grateful when we donated clothes and blankets</i>)	Present and past tense v. and v. phrases (<i>Rabbit realized she could have gone herself</i>) Adv.: always, never, usually Modal auxiliary v. phrases + prep.	Opinions with adv. (<i>In my opinion, BRT is better than bicycle tracks</i>) Modal v. (<i>People could carry more groceries</i>) Adj. (<i>There is too much traffic and pollution in our city</i>)	Adv. and adv. phrases: better, later, also by yourself Adj.: some, other, more responsible Phrases to explain: is when, means that you, is important because
ADVANCED Simple Target Structures	Tag questions (<i>aren't you?</i>) Complex future tense statements (<i>Before we can start a Recycling Club, we have to figure out who wants to be in it</i>) Adj. + prep.: impressed by/in	Past progressive with: when, while (<i>While we were walking...</i>) Clauses with: where (<i>It's the type of place where...</i>) Adv. to describe frequency: usually, typically, generally	Past tense + superlative adj. (<i>We've had the stormiest month of the decade</i>) Adv. phrases in present perfect statements (<i>The flooding has been much worse than we predicted</i>)	Modal perfect v. phrases (<i>He shouldn't have tried to prove himself to Fox</i>) Past perfect v. phrases: had + become, forgotten, happened Conditional pattern: If + had + would (wouldn't) have	Phrases with gerunds + comparative adj. (<i>An advantage of BRT is that it is faster than driving a car</i>) Prep.: all around, all over, instead of Opinion phrases: I see your point. I think/agree that...	Adv. phrases: by yourself, with a friend, later Complex sentences with conjunctions Pron: you, herself, yourself, themselves Phrases to explain: means that, can be described as, another aspect

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While each proficiency-level unit has a specific and targeted language focus, the content and tasks students complete are similar across the grade-level span so that students have opportunities to discuss their learning outside the ELD block.

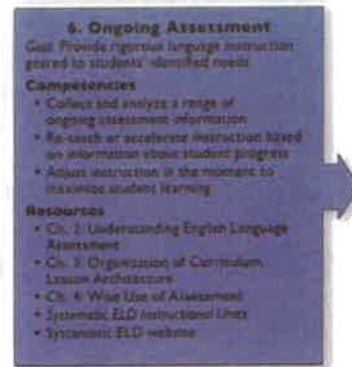
Criteria 8. Language Proficiency

Leverage existing proficiency in other languages to develop proficiency in English

In Systematic ELD, teachers are supported in leading ELs to use language flexibly and accurately for a wide range of collaborative purposes and registers in both formal and informal communication.

Excerpt from the *Refining Our Practice* tool

A teaching skill that is developed throughout the five-day Systematic ELD Institute and all follow-up services is metalinguistic awareness. Teachers are provided with an accompanying rubric to reflect on and set goals for the development of this skill, independently and with their peers.



In the Systematic ELD Teacher Institute, teachers read about how to build from the primary language (examples shown below). They discuss institute learning and student data with their colleagues to recognize the resources students bring and to capitalize on what students already know and can do.

Excerpt from
*Systematic ELD Handbook
for K–12 Teachers*

The Role of Primary Language

English learners with well-developed literacy skills and vocabulary in their primary language bring a great deal of applicable knowledge to language and literacy development in English. Nearly every teacher of English learners can attest to the relationship between a student's primary language and literacy development and the speed and ease with which they learn to use English.

According to August et al. (2006), "there is clear evidence that tapping into first-language literacy can confer advantages to English-language learners. They are able ... to provide formal definitions and interpret metaphors, when speaking a second language. Studies also indicate students are able to take advantage of cognate relationships between their first language and English to understand English words – an important precursor to comprehension."

Because continued expansion of one's primary language can promote intellectual growth, when students continue to use their primary language while they are learning English, their conceptual understanding continues to increase. Cognitive development is not language dependent; learning in the primary language supports language, literacy, and content learning in English.

Value the language your students bring. It is part of them.

Teachers can and should leverage students' primary language skills. For example:

Use well-designed homework assignments to encourage discussion of important ideas and meaningful topics at home. Back in class, have partners or small groups of students share insights they have gleaned. This can be done orally or in writing.



When appropriate, the instructional units also provide guidance about how and when to encourage cross-language study. For example:

Close the Lesson

Homework ☐

Try to watch the news in English and in the language you speak at home. Pay attention to the language the newscasters use to greet the audience and introduce themselves. Be ready to discuss the ways people formally introduce themselves in different countries.

However, because they know their students, teachers should take charge of incorporating this type of study whenever it is relevant and useful. Students can regularly take home their **Language Logs** and discuss concepts in English, as well as their home language(s).

Systematic ELD Instructional Materials and Resources

Materials development is always driven by the needs of our partner districts. No product is ever static, and we regularly update and improve our products.

Every teacher participating in Systematic ELD training receives:

- **Support Kit for Structured Interactive Practice** – A class set of generic materials that can be used in multiple ways to facilitate productive and engaging whole-class, small-group, and partner language interactions during Systematic ELD (and throughout the day). The list of contents can be found here: <https://www.elachieve.org/product/e-l-achieve-primary-k-2-support-kit/>
- **Systematic ELD Instructional Units** – Each unit includes a teacher **Curriculum Guide** with tabs for: 1) Unit Overview and Assessment; 2) Weekly Summary pages with lessons in an easy-to-read two-page spread that follows a clear instructional sequence with an *Open, Teach, Practice, Take to Application, and Close*, plus a column with materials for each part of the lesson; 3) Weekly Assessment Tasks; 4) daily **Ongoing Assessment Log** with key language use listed; and 5) Re-teaching Planner.

The units include **Slides** for each lesson, student **Language Logs**, and **materials** for whole-class instruction, such as posters and read-alouds. They also contain unit-specific materials for interactive language practice, such as picture cards, vocabulary cards, readings, and a myriad of tools to engage students in thinking, listening, talking, reading, and writing using the language they are learning.

- Access to **Systematic ELD Participant Website**
 - **Unit Resources**, including: PDFs of picture cards, vocabulary cards, and other visuals used in the lessons to project or share in other ways; student handouts; **Blackline Masters**; Unit Assessments.
 - **Online Learning Center** to revisit processes and deepen application of lesson implementation, independently or with others.
 - **Newsletters and Blogs** for extended opportunities to further explore relevant topics.

Effective Teaching Approaches and Lesson Design

Each unit begins with a Unit Overview to provide teachers with the big picture of the unit.

They can use it to understand what they will be teaching, but also to begin to think about how the teaching within the unit links to students' other content learning throughout the day.

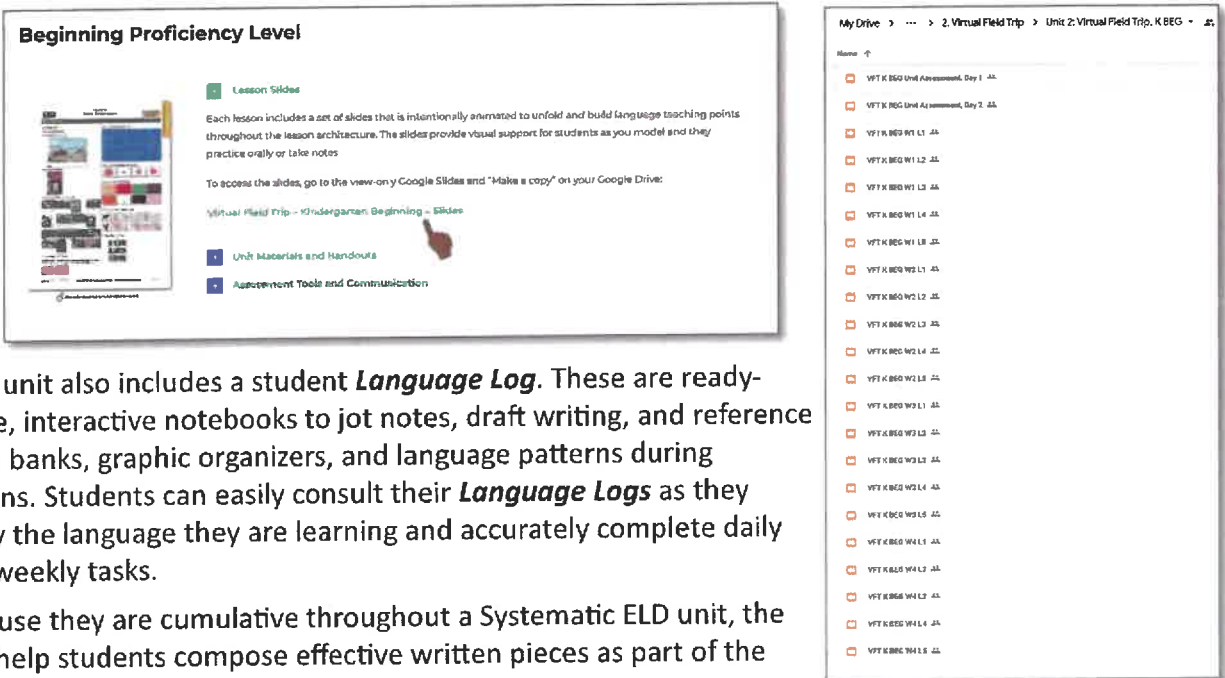
The topics are the same across proficiency levels within a grade span. The language changes, but all students engage in similar cognitive work.

Systematic ELD Unit Overview					
UNIT 2: VIRTUAL FIELD TRIP – CITY DESTINATION					
What you will teach	The goal of the <i>Virtual Field Trip</i> unit is to ensure that students gain the language to describe and retell experiences. Students describe actions in the present and past tenses. They use adjectives of quantity and comparative adjectives. They use sequence words, prepositions of time, and the conjunction <i>when</i> to describe when events take place. Students learn to ask and answer questions with <i>how, why, who, what, and when</i> as related to a person or event. They also talk about what they visited and saw on their virtual field trip to a city.				
Unit Goal	This unit equips students with the language needed to describe a physical setting and talk about the actions that are specific to a place. The acquisition of this language knowledge particularly supports English language arts and social studies content standards. The lesson narrative gives teachers a daily road map of how to focus each lesson as well as what they can expect students to accomplish.				
How the work bridges to other content areas	Functional language helps teachers make connections to ELD work in other parts of students' day.				
Language Functions	<ul style="list-style-type: none"> Describe the physical attributes of a place – 6.13 Compare and contrast actions – 6.17 	<ul style="list-style-type: none"> Retell actions and events – 6.21 	<ul style="list-style-type: none"> Retell actions and events – 6.21 	<ul style="list-style-type: none"> Describe the actions of people – 6.12 	Unit Wrap-up <ol style="list-style-type: none"> 1. Overflow – finish lessons from previous weeks, if lessons have required more than one day to complete. 2. Review key language patterns using favorite activities 3. Unit Assessment Use Unit Assessment results to: <ul style="list-style-type: none"> ▪ Re-teach, as needed ▪ Extend by adding vocabulary to learned patterns and adapting activities
Topic	Describing the city	A museum visit	Watching a parade	Places to visit and community helpers	
Language Focus	<ul style="list-style-type: none"> Topic-specific nouns Topic-specific adjectives, including adjectives of quantity and comparatives Present tense statements Past tense questions and responses 	<ul style="list-style-type: none"> Topic-specific nouns Past tense verbs and action phrases Prepositions of time 	<ul style="list-style-type: none"> Topic-specific nouns Past tense verbs and action phrases Adjectives and descriptive phrases Sequence words 	<ul style="list-style-type: none"> Topic-specific nouns Ask and answer questions with <i>why, how, who, what, when</i> Present tense verbs and action phrases Responses with conjunction: <i>when</i> 	
Weekly Assessment Task	Students work in <i>A/B Partners</i> to talk and write about the things they see in the city and how the city is different from where they live.	Students create a four-panel poster about their trip on the subway and to the museum.	Students create a poster telling about their trip to the parade.	Students use <i>Lines of Communication</i> to talk about places in the city and write about community helpers.	
Each unit includes four weekly assessment tasks that culminate in a formal end-of-unit assessment.					

In addition to the **Curriculum Guide**, teachers also have access to lesson slides. There is a slide deck to accompany every lesson, including additional slides to set up a structure for preparing students for Weekly and Unit Assessments.

The slides are intentionally animated to allow teachers to introduce teaching points one by one and to solicit and validate student input along the way.

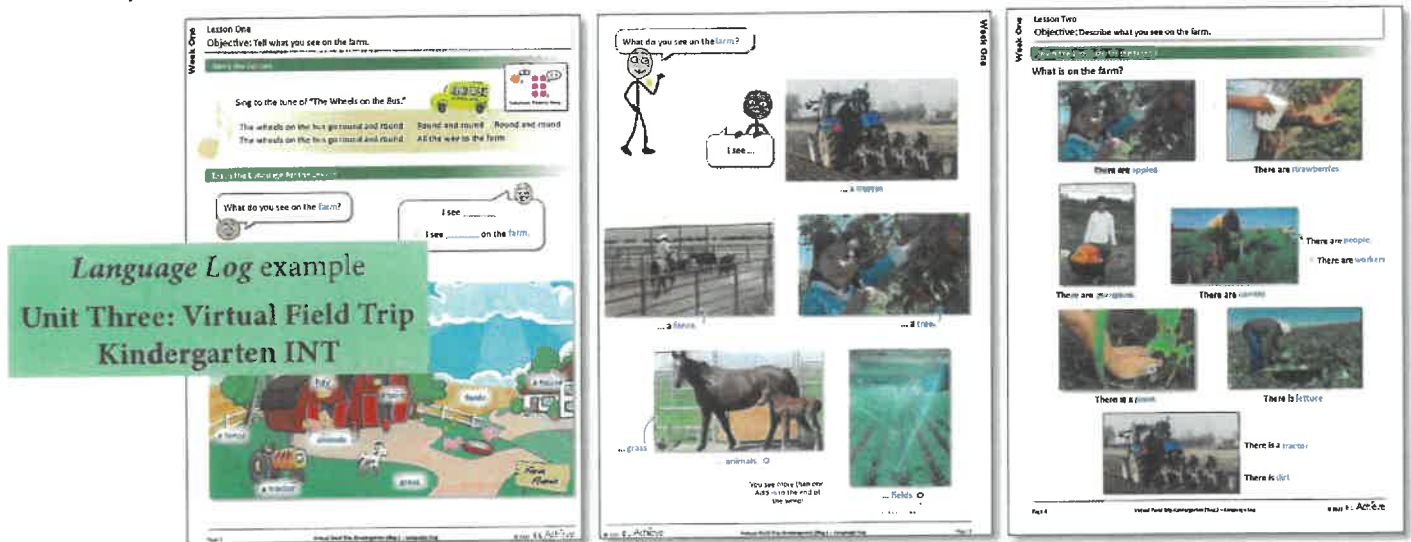
Slides are accessed through our password-protected website and are editable once teachers save a copy to their own Google Drive.



Each unit also includes a student **Language Log**. These are ready-made, interactive notebooks to jot notes, draft writing, and reference word banks, graphic organizers, and language patterns during lessons. Students can easily consult their **Language Logs** as they apply the language they are learning and accurately complete daily and weekly tasks.

Because they are cumulative throughout a Systematic ELD unit, the logs help students compose effective written pieces as part of the unit assessment.

The **Language Logs** become a customized speaking- and writing-support guide for each student to access throughout the instructional day. Their real power is that they help students take charge of their own learning and gain confidence in their language choices. When sent home, they are also a tool to keep students' families in the loop about the language they are learning.



Informing Stakeholders

Upon request, we provide a letter for teachers to send home to families in English, Spanish, and Vietnamese. As we gather other translations of the document, we add them to our collection and share as needed.

For Parents and Families: About Systematic ELD

What is the purpose of Systematic ELD?

Children learn to do language tasks in English in the community. But they can't learn everything they need to know about English by living a real life in our city. So they need to study and practice how English works in a classroom setting.

When students are learning math, history, science, etc., they need to understand what the teacher says about the topic and what they read in class. And they need to be able to ask a question – about what they are learning. To do this, students need strong communication skills in English.

Systematic ELD is an important part of your child's program for English learners. It is the time outside the students' study English in their main classes where they can develop the rest of the skills they need to be able to understand English skills as quickly as possible in their class, read, and write what the teacher says are knowing. It also helps students learn how to talk and listen and communicate in English in the English speakers' world of school. English becomes a hobby, rather than a barrier, to academic success.

What does your child do during ELD time?

During ELD class, students learn with peers who are a similar age and have similar English language skills. This gives them a safe place to learn, share, and practice with each other. Systematic ELD allows students to acquire language in a joyful way so they learn how to use it to express themselves in speaking and writing.

Teachers use books, articles, charts, vocabulary cards, and games for reading and writing that apply material more to students in situations.

It takes consistent practice every lesson a new language – it's why parents, teachers, and schools need to make sure your child's ELD happens every day.

How long does your child need ELD?

Our goal is for students to know the English they need to be successful in middle and in high school life. To do this, we must make sure students get a good language foundation with plenty of practice over several years.

As students get practice in their language development, they spend more time in their main classes. This is good. It means they are moving from one English proficiency level to the next.

Sometimes ELD and other language development activities are stopped too early because students seem to forget they are learning English. But in fact, they are not ready to learn sophisticated English.

Systematic ELD allows teachers and students to use English to learn math, science, and history for social communication, and study in mathematics.

Districts have formal procedures to monitor language growth and determine when students know English well enough to end ELD (exitability). If you need information about the process, ask your school.

Dành cho Phụ huynh và Gia đình: Nội Về Systematic ELD

Mục tiêu của Systematic ELD là gì?

Tất cả trẻ em học sinh đều cần phải học tiếng Anh để có thể giao tiếp với bạn bè, học sinh, thầy cô và các nhân viên khác trong trường. Nhưng để có thể hiểu và được hiểu ở trường, các em cần phải học các kỹ năng khác ngoài việc giao tiếp. Vì vậy, các em cần học về văn hóa, lịch sử và địa lý của Việt Nam ở trường. Các em cần học về các quy định của trường và cách giao tiếp trong trường.

Khi học toán, lịch sử, khoa học, v.v., các em cần phải hiểu nội dung và cách giao tiếp về những chủ đề này. Vì vậy, các em cần phải học các kỹ năng giao tiếp để có thể hiểu và được hiểu ở trường.

Systematic ELD là một phần quan trọng trong chương trình của trường dành cho các em học sinh Việt Nam. Đây là thời gian dành cho các em học sinh Việt Nam để học các kỹ năng giao tiếp và các kỹ năng khác để có thể hiểu và được hiểu ở trường. Đây cũng là thời gian để các em học sinh Việt Nam có thể học về văn hóa, lịch sử và địa lý của Việt Nam ở trường. Các em cần học về các quy định của trường và cách giao tiếp trong trường.

Chúng tôi muốn các em học sinh Việt Nam có thể hiểu và được hiểu ở trường. Vì vậy, chúng tôi cần các em học sinh Việt Nam có thể học về văn hóa, lịch sử và địa lý của Việt Nam ở trường. Chúng tôi cần các em học sinh Việt Nam có thể học về các quy định của trường và cách giao tiếp trong trường.

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Con cần làm gì trong thời gian học ELD?

Trong giờ học ELD, các em học sinh Việt Nam cần phải học các kỹ năng giao tiếp và các kỹ năng khác để có thể hiểu và được hiểu ở trường. Các em cần phải học các kỹ năng giao tiếp để có thể hiểu và được hiểu ở trường. Các em cần phải học các kỹ năng khác để có thể hiểu và được hiểu ở trường.

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Ongoing and embedded professional development materials

Through whole-group learning, collaborative practice, and individual application, teachers discover how to constructively build their students' language competence.

The ***Systematic ELD Handbook*** serves as ongoing professional development, beyond the initial five-day teacher institute. It provides a research-based framework and vision of instruction, along with plenty of practical tools to make best use of the Systematic ELD curriculum.

Teachers also have access to our **Online Learning Center** through our password-protected website.

The ***Systematic ELD Observation/Self-reflection*** tool outlines the components of quality instruction. It can be used during classroom walk-throughs or observations, as a self-check during planning, and for reflection after instruction with a team or on one's own.



Lesson Observation/Self-reflection

Date _____
Observer _____
School _____
Teacher _____
Grade _____
ELD Level _____

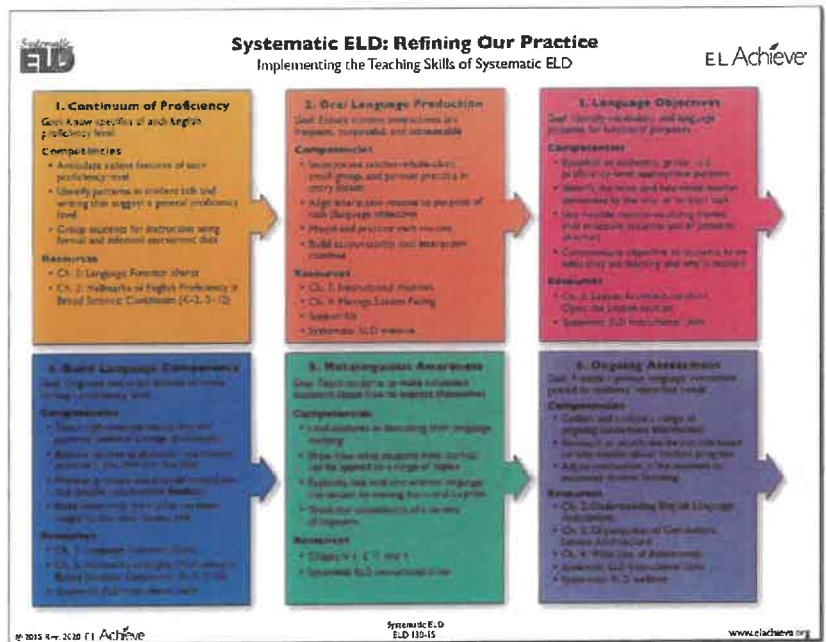
	Teacher	Students	Environment
Time In/ Time out	<p>Open the Lesson (4–6 min.)</p> <ul style="list-style-type: none"> ☐ Clearly states objective ☐ Brings to life or links prior knowledge/lesson <p>Teach the language – I Do/We Do (5–15 min.)</p> <ul style="list-style-type: none"> ☐ Clearly instructs use of target language ☐ Adapts pace/complexity for student needs <p>Practice and Apply – We Do/You Do (15–23 min.)</p> <ul style="list-style-type: none"> ☐ Clearly and succinctly explains task ☐ Monitors student-to-student practice ☐ Provides relevant, respectful feedback <p>Close the Lesson (3–5 minutes)</p> <ul style="list-style-type: none"> ☐ Reviews objective; connects to real life 	<ul style="list-style-type: none"> ☐ Engage by actively listening or participating ☐ Practice language around 50% of the time <p>Language Practice (note all that apply):</p> <ul style="list-style-type: none"> ☐ Whole group (<i>Echo</i>; song/chant, etc.) ☐ Small groups (<i>Talking Stick</i>, <i>Role Play</i>, etc.) ☐ Partners (<i>Think-Pair-Share</i>; <i>Give One, Get One</i>; <i>Music Appointments</i>, etc.) ☐ Respond in complete thoughts ☐ Successfully practice target language, orally and in print (as applicable) ☐ Self-assess (reflect on process or learning) 	<ul style="list-style-type: none"> ☐ Age-appropriate, culturally diverse visuals/text <p>Charts include:</p> <ul style="list-style-type: none"> ☐ Topic vocabulary (bricks) ☐ Language patterns (mortar) <p>Manipulatives:</p> <ul style="list-style-type: none"> ☐ Cards with words or sentence patterns ☐ Pictures/realia ☐ Talking Chips ☐ Board/card games
Comments			

☐ Lesson observation
☐ Self-reflection (Code all that apply: 1 = No evidence; 2 = Some evidence; 3 = Evidence; 4 = Extensive evidence)

☐ Walk-through (Note in and out times. Check or tally observed items.)

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The **Refining Our Practice** tool maps six skills with measurable areas of growth. The skills are intentionally sequenced. Skills four through six build upon the proficiencies of the first three. With administrative support, grade-level teams can map goals across the academic year and agree upon periods of study for improving specific aspects of Systematic ELD instruction.



Refining Our Practice Rubric

2. Oral Language Production

Goal: Ensure student interactions are frequent, purposeful, and accountable

Competencies	1	2	3	4	Notes
A. Incorporates teacher-whole-class, small-group, and partner practice in every lesson	Lessons rarely follow the instructional sequence to dedicate adequate time for teacher-whole-class, small-group, and/or partner practice	Lessons sometimes follow the instructional sequence to dedicate adequate time for teacher-whole-class, small-group, and/or partner practice	Lessons usually follow the instructional sequence to dedicate adequate time for teacher-whole-class, small-group, and partner practice	Lessons regularly follow the instructional sequence to dedicate adequate time for teacher-whole-class, small-group, and partner practice	
B. Align interaction routine to purpose of task (language objective)	Does not use routines for student interaction or uses routines that don't fit the purpose of the task	Sometimes sets the purpose for the routine and/or explains how it leads to natural language use	Usually sets the purpose for the routine and explains how it leads to natural language use	Regularly sets the purpose for the routine and explains how it leads to natural language use	
C. Model and practice each routine	• Does not model or explain activity • Does not explain use of time or materials • Students do not yet know routines	• Explains activity, but does not model it • Expectations for use of time and materials may be vague • Students cannot yet move into routines independently	• Models the activity • Sets expectations for use of time and materials • Students move in and out of routines with limited delays	• Models activity with a student "fishbowl" • Sets expectations for use of time and materials • Students seamlessly move in and out of routines	
D. Build accountability into interaction routines	Students are not held accountable for sharing the language they practice with peers	Students are sometimes held accountable for sharing the language they practice with peers first orally, then in writing, as appropriate	Students are often held accountable for sharing the language they practice with peers first orally, then in writing, as appropriate	Every interaction has built-in accountability for students to share the language they practice with peers first orally, then in writing, as appropriate	

There is a corresponding self-assessment rubric for each of the key skills of the **Refining Our Practice** tool. Each rubric unpacks the competencies that make up that skill so teachers can focus on improving one aspect of instruction at a time. Competencies are defined at varying levels of implementation. This helps teams and/or individual teachers discuss where they are and set tangible goals for growth.

These teacher development support materials – **Refining Our Practice** map, **Refining Our Practice** rubric for each skill, and **Systematic ELD Observation/Self-reflection** tool – work together as an organized approach for refining instructional practice in Systematic ELD.

There is continuous development and refinement of classroom tools that are consistently shared with partner district leadership teams and on E.L. Achieve's participant website. Professional development support is found on the website as well, including webinars and videos of planning, instruction, debriefing, and analysis of student assessment.

Concrete Training Support and Needs-Specific Tools

Our **five-day teacher institutes** are spread out over time so that teachers have the opportunity to try out new learning, share insights and experiences, reflect on student progress, and deepen their learning in chunks. This plan-teach-reflect cycle ensures teachers are treated as learners and vastly increases their chances for steady improvement and success in classroom practice.

This in-depth training in the effective use of **Systematic ELD Instructional Units** is coupled with **three days of support for instructional leaders** to equip them with knowledge and skills to recognize what to look for during Systematic ELD instruction, strategies for identifying next steps to build teacher expertise – and resources to do so – and ways of managing grouping and other logistics, including teacher collaboration time. They also learn about Systematic ELD Unit Assessment systems to be able to track how well students are progressing along the continuum of language proficiency.

Capacity-Building Model

This capacity-building approach is carefully designed to help every educator in the system succeed.

Our organization cultivates the development of district leadership by training and certifying leaders with the expectation that districts will take charge of their own initiatives.

Districts develop a solid team of district leaders – administrators and coaches, as well as certified leaders and presenters who will be equipped to lead the initiative. Following certification, leaders enjoy ongoing learning via E.L. Achieve’s broad network of experts from across the country.

This not only is a tremendous cost saving to districts but also allows districts to tailor their services and supports based on assessed teacher needs.

Shared Vision – and a Plan of Action

We have learned that to successfully carry out any district initiative, district and site administrators must have a clear vision of instruction and a concrete plan of action. Knowing how to assess school site readiness, communicate expectations, and facilitate professional dialogue are critical to launching and sustaining a vigorous reform initiative. E.L. Achieve helps build a solid vision of instruction so district leaders can gain new skills and strengthen what’s already working.

In addition to being equipped with high-quality, ongoing professional development for teachers and well-designed, student-centered instructional materials, it is essential that school leaders understand the role of language in academic achievement. Educators need a clear and confident approach to support language development in students. The approach needs to be understood and supported at all levels of the system: classroom, site, and district.

- Teachers deserve support to address students’ language needs. They need knowledge, skills, and tools to provide effective language instruction that meets and challenges students at respective levels.
- Site administrators need support to establish processes that ensure English learners receive adequate and appropriate language instruction.
- District leaders need tools to design and support implementation of effective English learner programs.

No matter how effective the school site staff and administrators, without the support of an effective system, strong student achievement is limited to pockets of excellence. Because of this, E.L. Achieve works in partnership with school districts. Our approach is not about quick fixes. It is focused on system-wide, mission-driven, long-term collaborative planning and implementation. We employ a district capacity-building model that initially provides intensive services, support, and guidance, while preparing district, school, and teacher leaders to take charge of their improvement process.

As evidenced in our **lesson architecture** (at right), students have a role and responsibility throughout each Systematic ELD lesson.

Structured language practice routines are embedded into each lesson to ensure that students:

- Internalize new language patterns, grammatical forms, and topic vocabulary through practice in engaging and supportive settings.
- Interact with and listen to their peers to share and build understanding based on their personal experiences.
- Learn about the behaviors and norms expected of them to communicate and interact effectively.
- Are confident in their voice and are self-motivated to contribute to discussions, in and out of school.

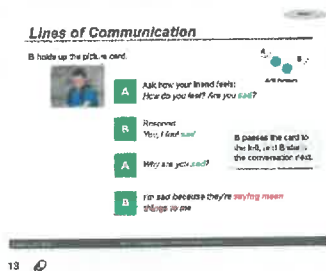
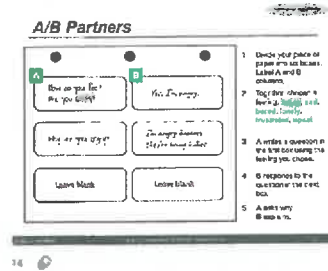
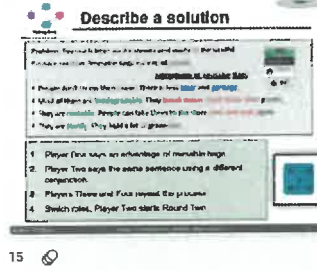
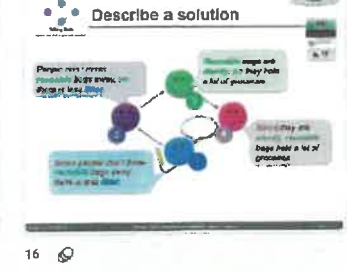
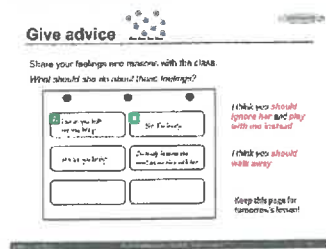
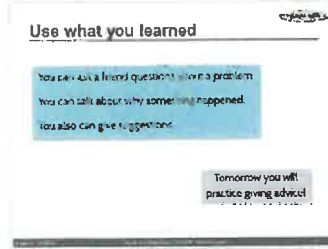
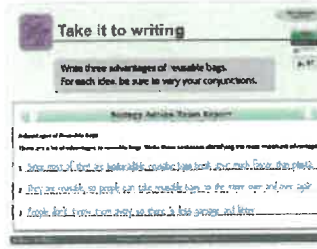
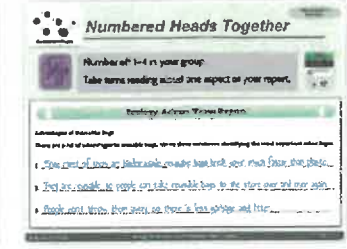
Whole-group and small-group materials are provided in the unit and the **Systematic ELD Support Kit**. Using routines such as **A/B Partners**, **Dice Games**, and **Compass Appointments**, students are given multiple opportunities to organize and share their thinking and rehearse the language they will be called upon to apply in written tasks.

Examples:

In **Unit One: The Art of Getting Along**, Grades 1–2, students practice checking in with their peers and communicating about their feelings.

In **Unit Five: Ecology: Our Environment**, Grades 5–6, students act as city planners and research ways to solve problems and present their findings.

Elements & Pacing	Purpose	Teacher's Role & Responsibility	Students' Role & Responsibility
Open the Lesson 4–6 min.	Set the stage for a successful lesson. State the objective.	<ul style="list-style-type: none"> Spark interest in lesson topic with video, read-aloud, song, scenario, etc. Activate prior knowledge or link to previous learning. Briefly explain what students will learn and why it matters. 	<ul style="list-style-type: none"> Actively listen. Participate. Share current knowledge.
Teach the Language for the Lesson 1/4 to 1/2 hr. 5–15 min.	Show how English works and engage students in guided practice.	<ul style="list-style-type: none"> Teach in the objective. Model clearly – use think-alouds to show your thinking. Show how language works using sentence construction charts, word banks, and other visuals. Ensure whole-class guided practice (e.g., <i>My Turn, Your Turn, Echo</i>). Notice the accuracy of students' language as they try it out – then adjust teaching as needed. 	<ul style="list-style-type: none"> Actively listen and participate. Take notes. Ask teacher and peers for clarification and respond to questions. Practice alongside teacher and others.
Practice the New Language in Context We Do 10–15 min.	Work collaboratively to practice putting language together in different ways.	<ul style="list-style-type: none"> Organize interactions for purposeful small-group or partner practice. Move among groups to honor learning and provide needed support. Record observations on <i>Ongoing Assessment Log</i>. 	<ul style="list-style-type: none"> Practice language with classmates. Collaborate with peers to complete task. Show off what they are learning.
Take the Language to Application You Do 5–8 min.	Independently decide how to use language for the purpose.	<ul style="list-style-type: none"> Provide immediate, relevant feedback to help students apply language correctly. Move among students to honor learning and provide needed support. Collect evidence of individual learning (e.g., observations, language log, <i>Ticket Out the Door</i>). 	<ul style="list-style-type: none"> Work independently. Take advantage of resources, such as logs, notes, charts, rubrics, and activities, to complete task. Take full responsibility for their learning.
Close the Lesson 3–5 min.	Reflect and summarize the learning.	<ul style="list-style-type: none"> Lead students in discussing what they have learned. Make transparent how language can be applied to grade-level work and everyday life. 	<ul style="list-style-type: none"> Reflect on their own learning. Tell how they can use it in other places.



Lessons serve as a solid instructional base. Teachers can use what they know about their students to augment or replace visuals and frame lessons in ways that relate meaningfully to students' lived experiences.

Criteria 10. Student Engagement

For English learners to meet the demands of the Oregon State Standards, they must be given explicit instruction in and ample opportunities to learn the foundational English needed to acquire academic language. Lessons in the **K–6 Systematic ELD Instructional Units** were designed with careful consideration of the quantity, structure, and density of speech, and to promote student engagement with a variety of sentence types and language registers. For example:

- Three units are built on informational text and topics (**The Art of Getting Along**, **Ecology: Our Environment**, and **Healthy Living**), and three are built on literary text and topics (**Virtual Field Trip**, **How's the Weather?** and **Visual and Performing Arts**). Students engage in a range of both formal and informal oral and written tasks.
- In Weekly and Unit Assessments, students use the language they have learned and practiced to complete performance tasks. The examples below provide a sampling of the type and range of tasks:

Themes	1. The Art of Getting Along	2. Virtual Field Trip	3. How's the Weather?	4. Visual and Performing Arts	5. Ecology: Our Environment	6. Healthy Living
5–6 BEG						
Unit Assessments	Interview a partner and report to the group; lead a directed drawing activity; act out invitations; negotiate solutions.	Write a descriptive paragraph; create a four-panel poster; write a dialogue; retell experiences.	Answer interview questions; describe the weather; produce a storyboard report; conduct an interview.	Write and perform summary paragraphs; perform an original retelling and character analysis of the story.	Discuss, write, and share an expository paragraph; present information and cite evidence; create a poster presentation.	Give a presentation; write a healthy brain skit, an expository paragraph about time management, and a summary paragraph.
5–6 INT						
Unit Assessments	Write and conduct an interview; write and perform a role-play; create a poster presentation; write a mini book.	Write a paragraph; create a four-panel poster; conduct interviews; play a board game to retell experiences.	Answer interview questions; play a board game to describe the weather; produce a storyboard report.	Write/perform using storytelling techniques; perform an original retelling and character analysis of the story.	Write and share an expository paragraph; present information and cite evidence.	Give a presentation; write a healthy brain skit, an expository paragraph about time management, and a summary paragraph.

- English learners are taught to compose thoughts in writing. Student writing demands increase throughout the school year and are written with grade-level CCSS writing demands in mind. At right is an example of how writing is infused into lessons.
- Learning is organized around essential purposes for communication, including using evidence, supporting claims, and giving reasons. For example, see the highlighted functions across the grade spans for **Unit Two: Virtual Field Trip** at the Beginning level of English proficiency.

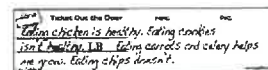
Take Language to Application (You Do Together/You Do On Your Own)

Now you'll show me what you know in writing. You'll use two or three food cards to write two sentences.

Distribute a **Ticket Out the Door** to each student. Keep the sentence strips and charts posted for reference. Think aloud as you write on the projector or whiteboard to provide a model of the work you expect students to produce. Be sure to show how you use the charts as a support for writing grammatically correct sentences.

Choose two or three 2x2 Food Cards. Write on your **Ticket Out the Door** to show off what you can do on your own.

As students write, walk around and read their responses. Provide corrective feedback as needed. Students should be expected to spell any words that are on the chart correctly.



	K BEG	1–2 BEG	3–4 BEG	5–6 BEG
Unit Goal	Virtually experience a farm setting found in grade-level literature and discuss the activities associated with it.	Describe a city setting found in literature and discuss the things people and community workers do there.	Virtually experience a snowy setting found in grade-level literature and discuss the activities that are associated with it.	Virtually experience a beach setting found in grade-level literature and discuss the activities that are associated with it.
Language Functions	<ul style="list-style-type: none"> Describe the physical attributes of a place Make and report observations Describe locations of objects in space 	<ul style="list-style-type: none"> Describe places Retell actions/events in chronological order Describe actions Describe physical characteristics 	<ul style="list-style-type: none"> Describe attributes of a place Describe/retell actions Tell how long an event happened Compare and contrast 	<ul style="list-style-type: none"> Describe physical attributes of a place Describe actions Discuss or create a plan Compare and contrast actions

This range of tasks continues throughout the sequence of the **Systematic ELD Instructional Units**.

Oregon English Language Proficiency Adoption Criteria

ODE Baseline Criteria (Non-negotiable) Individual Rating Sheet--Scores		
The following five criteria serve as a baseline for all instructional material review in Oregon.		
Scoring: Rate each criterion as Sufficient (Y) or Insufficient (N) . <ul style="list-style-type: none"> • A quality indicator with a solid dot must be present for a criterion to score Sufficient; if any quality indicator is inadequate or absent, score the criterion Insufficient. <ul style="list-style-type: none"> ○ A descriptor with a hollow dot provides additional context and need not be fully present to mark a criterion Sufficient. Materials must score Sufficient in all five baseline criteria in order to be recommended for adoption in Oregon.		
Criterion	Quality Indicators	Score
Equity	<ul style="list-style-type: none"> • Materials adhere to the ideals described in <u>ODE's Equity Stance</u>. <ul style="list-style-type: none"> ○ Materials use language/pictures/graphics/media that affirm diverse identities. ○ Materials use strengths-based, positive language and portrayals. 	Y / N
Assessment	<ul style="list-style-type: none"> • Students are provided with consistent opportunities to demonstrate knowledge and skills. • Materials present a balanced assessment system, including formative, interim, and summative elements, using a variety of methods and modes. • Assessment system is clearly aligned to instruction and includes editable and aligned rubrics, scoring guidelines, etc. • Assessment system ensures students receive frequent and constructive feedback. 	Y / N
Aligned to standards	<ul style="list-style-type: none"> • Materials are aligned to <u>English Language Proficiency standards</u>. 	Y / N
Differentiation, accessibility, and learning supports	<ul style="list-style-type: none"> • Materials provide scaffolding and learning supports for students from special populations such as Newcomers, Students with Interrupted Formal Education, Long-Term English Learners, students experiencing disabilities, and students identified as TAG. • Learning activities and assessments are rigorous, complex, diverse, and accessible to all students. • Materials include modifications and enrichment learning tasks for all students, including students performing above or below their grade level. • Materials are accessible online for teachers and students. 	Y / N
Research-based	<ul style="list-style-type: none"> • Instructional approach supported by <u>evidence-based</u> research. <ul style="list-style-type: none"> ○ Approach is educationally sound in theory and effective in practice. 	Y / N
Meets all baseline criteria		Y / N

Oregon English Language Proficiency Adoption Criteria

ODE Baseline Criteria (Non-negotiable) Individual Rating Sheet--Comments	
This individual rating sheet is a tool to help organize your thoughts and will not be viewed by publishers.	
The following five criteria serve as a baseline for all instructional material review in Oregon.	
Tips for High-Quality Feedback: <ul style="list-style-type: none"> • Feedback should be clear, criteria-based, evidence-based, and actionable. <ul style="list-style-type: none"> ○ Evidence should be specific, relevant, and sufficient. Example Regarding criteria 4, the materials do not include modifications and enrichment learning tasks for students performing below grade level. Enrichment learning tasks need to either provide scaffolding that is more extensive, include modifications for students performing below grade level, or preferably both. An example of where modifications are provided for students performing above grade level, but not for students performing below grade level, can be found on page 136 of the text.	
<u>Criterion</u>	<u>Comments</u>
Equity	
Assessment	
Aligned to standards	
Differentiation, accessibility, and learning supports	
Research-based	

Oregon English Language Proficiency Adoption Criteria

English Language Proficiency Content & Pedagogy Criteria Individual Rating Sheet--Scores		
The following five criteria are specific to English Language Proficiency content and pedagogy.		
Scoring: Rate each criterion from 1-3, based on the presence of listed quality indicators. <ol style="list-style-type: none"> Unsatisfactory: At least half of the listed quality indicators are EITHER missing OR improperly/insufficiently implemented. Satisfactory: At least half of the listed quality indicators are present AND properly/sufficiently implemented. Exceeds: ALL of the listed quality indicators are present AND of high quality implementation. <p>After assigning a numeric score to each criterion, add up the scores for all five criteria. Material must score a combined total of 10 or higher to be recommended for adoption in Oregon. A total score of 14 or 15 awards the materials an Exemplary descriptor. The Exemplary descriptor does not impact the State Board of Education's recommendation, but will be visible to districts reviewing state-approved materials.</p>		
Criterion	Quality Indicators	Score
Language Domains	<ul style="list-style-type: none"> Learning activities span the four interconnected domains of Reading, Writing, Listening, and Speaking and emphasize an interactive approach. Provides opportunities for communicative interactions of varying formality, varying complexity, and for a variety of authentic purposes. 	1 2 3
Language Complexity	<ul style="list-style-type: none"> Includes range of communication from basic to complex. Activities are grade-band appropriate, age appropriate, and academically and linguistically challenging. 	1 2 3
Language Proficiency	<ul style="list-style-type: none"> Accounts for the presence of all proficiency levels within the grade band. Helps students leverage existing proficiency in other languages to develop proficiency in English. 	1 2 3
Teacher Support	<ul style="list-style-type: none"> Materials are user-friendly, accessible, and practical for use by teachers and students of diverse backgrounds, knowledge, skill, and experience. <ul style="list-style-type: none"> Includes scaffolding for students of varying English proficiency to engage in both receptive and productive language activities. Contains strategies for informing all stakeholders, including students, parents, or caregivers about the program and suggestions for how they can help support student progress and achievement. Includes ongoing and embedded professional development materials. 	1 2 3
Student Engagement	<ul style="list-style-type: none"> Materials offer authentic, <u>culturally and linguistically responsive</u>, engaging, and meaningful student-centered activities with practical applications. 	1 2 3
Total Score (10+ qualifies; 14+ awards Exemplary descriptor)		

Oregon English Language Proficiency Adoption Criteria

English Language Proficiency Content & Pedagogy Criteria Individual Rating Sheet--Comments

This individual rating sheet is a tool for you to organize your thoughts and will not be viewed by publishers.

The following five criteria are specific to English Language Proficiency content and pedagogy.

Tips for High-Quality Feedback:

- Feedback should be clear, criteria-based, evidence-based, and actionable.
 - Evidence should be specific, relevant, and sufficient.

Example

Regarding criteria 2, complex vocabulary is presented at too rapid a pace, with insufficient scaffolding. Materials need to either slow the pace of vocabulary presentation, provide more extensive scaffolding, or preferably both. An example of complex language being present at too rapid of pace can be found on page 86 of the textbook.

Criterion	Comments
Language Domains	
Language Complexity	
Teacher Support	
Student Engagement	
Language Proficiency	

Membership

Cindy McGinnis, Elementary ELD Teacher

Charlotte Vidrio, Secondary ELD Teacher

Fernando Lemus Ramirez, Bilingual Education Assistant

Maria Lopez-Solis, Bilingual Education Assistant

Todd Baughman, Whole Child Administrator

Membership

Cindy McGinnis, Elementary ELD Teacher

Charlotte Vidrio, Secondary ELD Teacher

Fernando Lemus Ramirez, Bilingual Education Assistant

Maria Lopez-Solis, Bilingual Education Assistant

Todd Baughman, Whole Child Administrator

Copyright: Individual components may carry different copyright dates. We have kits that range from 2-6ish years old, and we have access to online resources. The current Systematic ELD program has been updated over time. E.L. Achieve's current website reflects revisions made in **2026**, and the current digital platform and materials were updated in 2024. However, there is **not a single published copyright date** for the entire Systematic ELD curriculum because individual handbooks, instructional units, and digital resources may have different copyright years. The teacher handbook and instructional units currently being sold are the latest editions available in 2026.

Accessibility Conformance Report for the Systematic ELD Web Materials:

EL Achieve Systematic ELD digital materials are for educator use; student instructional materials are not digital. Therefore, they do not provide Accessibility Conformance Report (ACR/VPAT) for the digital materials or confirmation of WCAG 2.1 AA conformance.

EL Achieve is the sole source provider and self-publisher of Systematic ELD curriculum, and the materials do not have ISBN numbers. The curriculum is a tool for EL Achieve professional development and is not distributed through publishing companies. Product codes for each unit are linked here for reference:

<https://docs.google.com/spreadsheets/d/1yRk1fgZoGD0F48L3ijnURnykbN0kjpAqSAdmMvou3oq/edit?gid=1390664910#gid=1390664910>

Dallas School District 2

Code: JHCA/~~JHCB~~
 Adopted: 7/24/18
 Revised/Readopted: 5/08/23; 12/09/24
 Orig. Code: JHCA/JHCB

Immunization, ~~and~~ School Sports Participation, Concussions and Other Brain Injuries**

Immunization

Proof of immunization must be presented at the time of initial enrollment¹ in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization, a religious, philosophical beliefs and/or medical exemption or immunity documentation.²

Students who are not in compliance with state immunization requirements may be excluded from school during state-designated exclusion periods as required by law.

Homeless students and students in foster care shall not be denied immediate enrollment due to lack of immunization records and shall be afforded protections consistent with state and federal law, including the McKinney-Vento Homeless Assistance Act.

School Sports Participation

A student participating in extracurricular sports in grades ~~7~~ 9 through 12 is required to submit to an appropriate School Sports Pre-Participation Examination³ prior to their initial participation in a related district program. The form⁴ is to be completed and signed by a parent or guardian giving permission for the student to participate and be signed by a medical provider authorized by law⁵ who has examined and evaluated the student. The completed form(s) must be returned to the school office.

¹ The district shall immediately enroll a student experiencing houselessness in the school selected even if the student is unable to produce records normally required for enrollment.

² Documentation requirements for exemptions are outlined in ORS 433.267.

³ The required form is available at , a copy may be obtained from ~~the school office, Athletic Office, on the athletic online registration website~~ or from www.osaa.org a form generated by the medical provider may be used if it meets requirements of law in OAR 581-021-0041.

⁴ The form may be used in either a hard copy or electronic format.

⁵ This physical examination must be conducted by a physician possessing an unrestricted license to practice medicine, a licensed naturopathic physician, a licensed physician assistant, a licensed nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects.

A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation.

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.

Concussions and Other Brain Injuries

A student who exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with a concussion will not be allowed to participate in any athletic event or training on that day, unless an athletic trainer licensed by the Board of Athletic Trainers or a physician licensed pursuant to ORS 677.100 - 677.228 has determined the student has not suffered a concussion.⁶ Except as allowed above, a student excluded for concussion reasons will not be allowed to return to participate in an athletic event or training until the following three conditions have been met:

1. It is not the same day as the student exhibited signs, symptoms or behaviors, experienced a blow to the head or body, or was diagnosed with a concussion;
2. The student no longer exhibits signs, symptoms or behaviors consistent with a concussion; and
3. The student has received a medical release form from a health care professional⁷.

Upon receipt of written notification⁸ from a parent or guardian that a student has been diagnosed with a concussion or other brain injury by a health care professional and that accommodations are being requested, the district shall follow all procedures developed by the Oregon Department of Education (ODE) to develop and implement an immediate and temporary accommodation plan.⁹ Written notice is not required for the district to begin following concussion protocols.

Any accommodations will be communicated to the parent or guardian, to all teachers who provide instruction to the student and to other employees who have regular responsibilities for the student's supervision or health.¹⁰

Accommodations will be in effect no later than 10 school days after the written notification is received by the district and will be reviewed as needed, but no later than every two months. ~~A student who continues to~~

⁶ For more information regarding medical releases for students in grades 9-12, see OSAA rules.

⁷ "Health care professional" includes a chiropractic physician, a naturopathic physician, a psychologist, a physical therapist, an occupational therapist, a physician assistant or a nurse practitioner who is licensed or registered under the laws of Oregon.

⁸ "Written notification" means a written notice from a parent or guardian, supported by medical documentation from a health care professional, informing the district that they are requesting an accommodation for a student who has been diagnosed with a concussion or other brain injury by a health care professional.

⁹ The district must use the sample form developed by ODE [add link when available] or a district form that includes all required content.

¹⁰ Including, but not limited to, school nurses, counselors, physical education teachers, coaches, athletic trainers and staff supervision recess or other physical activities.

~~participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.~~

END OF POLICY

Legal Reference(s):

[ORS 326.580](#)

[ORS 433.235 - 433.280](#)

[OAR 333-050-0010 - 050-0120](#)

[ORS 336.479](#)

[OAR 581-021-0041](#)

[ORS 336.485 - ~~ORS 336.490~~](#)

[OAR 333-019-0010](#)

[OAR 581-021-3007](#)

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2024).

[House Bill 3007 \(2025\)](#)

OSBA Sample District Policy

Code:
Adopted:

KNA

Immigration Enforcement on District Property

The district complies with state and federal law, including Oregon Revised Statute (ORS) 180.805 and ORS 181.826, and this policy and accompanying administrative regulation KNA-AR(1) – Interactions with Immigration Enforcement when responding to requests from federal immigration authorities regarding immigration enforcement. Absent a judicially authorized warrant or court order, district staff must not allow federal immigration authorities access to the district’s records or facilities not open to the public for the purposes of immigration enforcement and must verify the validity of any warrant or court order involving immigration enforcement presented to them by federal immigration authorities to ensure it is judicially authorized. Examples of judicial and administrative warrants and subpoenas can be found in the Oregon Attorney General’s Model Public School Policies.¹ The superintendent or designee must review and approve any response to a request involving immigration enforcement. The district will provide ongoing training to designated staff to ensure compliance with this policy.

This policy will be made available in the student handbook and on the district’s website. The district will ensure a copy of the Oregon Attorney General’s Model Public School Policies and this policy and accompanying administrative regulations are provided to staff.

Designation of Primary Point of Contact

The Whole Child Administrator is the primary point of contact for coordinating interactions with federal immigration authorities occurring in the district. The Whole Child Administrator is the “immigration liaison”. The Director of Teaching and Learning shall serve as an alternative point of contact during the immigration liaison’s absence or unavailability. The Assistant Superintendent is the “alternate immigration liaison”.

The immigration liaison’s responsibilities include:

1. Serving as the district’s representative during encounters with federal immigration authorities;
2. Confirming when federal immigration authorities have entered school property for immigration enforcement purposes;
3. Ensuring federal immigration authorities engaging in enforcement activities at the district have notice of relevant district policies: JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information, JOB – Personally Identifiable Information and this policy;

¹ <https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf>

4. Assisting staff in performing their duties in response to immigration enforcement efforts, including ensuring compliance with all district policies and procedures related to interactions with federal immigration authorities and immigration enforcement efforts;
5. Reviewing and responding to requests from federal immigration authorities, in coordination with, and under the direction of, the superintendent or designee;
6. Facilitating the district's compliance with lawful immigration enforcement efforts in a manner that does not unnecessarily disrupt the school environment or invade the privacy of students, staff, or volunteers;
7. Providing notice as required in this policy when a federal immigration authority has been confirmed to have entered school property for immigration enforcement.

Required Notice

When a federal immigration authority is reported to have entered school property for the purpose of immigration enforcement the immigration liaison shall confirm whether federal immigration authorities have entered school property for immigration enforcement and when confirmed, shall provide notice as follows:

1. Notice must be provided to:
 - a. Students who attend the school where the federal immigration authority is confirmed to be on school property for immigration enforcement and who are in grades 6 and above;
 - b. Parents or guardians of students attending the school where the federal immigration authority is confirmed to be on school property for immigration enforcement;
 - c. Staff of the school where the federal immigration authority is confirmed to be on school property for immigration enforcement; and
 - d. Community-based service providers that have requested to receive notice when a federal immigration authority is confirmed to be on school property for immigration enforcement. Community-based service providers can request to receive such notifications by contacting the immigration liaison at the district office.
2. Notice must include:
 - a. The general location of the federal immigration authority; and
 - b. Whether classes or school operations were affected by the presence of the federal immigration authority. Districts may include resources available to those impacted by immigration enforcement actions.
3. Notice must not disclose:
 - a. Personally identifiable information; or
 - b. Other information that may not be legally disclosed.
 - c. Other information when the disclosure may threaten the health or safety of students or staff of the district or is prohibited by a court order.

The required notice will be provided as expeditiously as possible using ParentSquare.

Unless otherwise prohibited by law or court order, the district will make reasonable efforts to provide notice to a student, or to the parent or guardian of a student, when the district has provided information related to the student to a federal immigration authority.

Confidentiality of School Records

Except when required by a judicially authorized warrant, subpoena, or order, Oregon law prohibits the district from disclosing protected information to federal immigration authorities for the purpose of enforcing federal immigration laws. Protected information includes information relating to a person's:

1. Address;
2. Workplace or hours of work;
3. School or school hours;
4. Contact information, including telephone number, electronic mail address or social media account information;
5. Known associates or relatives; and
6. Date, time or location of the person's hearings, proceedings or appointments with a public body that are not matters of public record.

Oregon law also prohibits sharing any of the above information about a person's relatives or known associates with federal authorities for immigration enforcement purposes.

Oregon law generally prohibits the district from sharing or disclosing citizenship or immigration status or country of birth information² that the district collects, unless one of the following exceptions applies:

1. The disclosure is required by state or federal law (other than federal immigration law);
2. The disclosure is required by a judicially authorized warrant, order, or subpoena;
3. The information being shared with a person concerns only that person or their dependents; or
4. The information is aggregated and not personally identifiable.

In addition to the prohibitions described above, federal and state laws make records and information related to students confidential and permit disclosure only in limited circumstances. The district's policies with respect to student records can be found in Board policies JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information and JOB – Personally Identifiable Information. To ensure compliance with applicable federal and state law, the district's staff shall not disclose any school records or information to federal immigration authorities except as provided in these policies.

² Citizenship or immigration status or country of birth information is any information concerning:

1. Where a person was born; or
2. Whether a person is a citizen of the United States; or
3. Whether a person has lawful authority to be present in the United States.

Staff must also maintain the confidentiality of school records and other information about students, staff, and volunteers when communicating with other students, parents, or community members about immigration enforcement activities involving students, staff, or volunteers of the district or occurring on district property. Staff should direct anyone with questions about immigration enforcement activities occurring on district property to the immigration liaison.

Training

The district will provide the immigration liaison and alternate immigration liaison with training as follows:

1. The training must include information on the requirements of House Bill 4079 (2026), any applicable model policies published by the Attorney General, and this policy; and
2. The training must be provided at the time of designation and at least once every two years thereafter.

Upon the adoption of this policy and not less than once every two years thereafter, the district will provide training to all current district staff of one hour or more regarding federal and state laws, and the district's policies, relating to interacting with federal immigration authorities and responding to immigration enforcement efforts. The district will provide the required training to all new staff within 30 days of beginning employment.

END OF POLICY

Legal Reference(s):

ORS 180.810
ORS 180.805

ORS 181.826
OAR 581-021-0371

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).
Senate Bill 1538 (2026).
Senate Bill 1594 (2026).
House Bill 4079 (2026).
Oregon Attorney General's K12 School Model Policy

OSBA Sample District Administrative Regulation

Copy
Revised/Reviewed: KNA-AR(1)

Interactions with Immigration Enforcement

The Whole Child Administrator is designated as the “immigration liaison.”

1. Staff, contractors and volunteers shall adhere to all district policies when interacting with federal immigration authorities and the following administrative regulations:
 - a. Unless expressly authorized by the superintendent or designee, or by the immigration liaison on behalf of the superintendent or designee, staff shall not:
 - (1) Provide federal immigration authorities with records or information about students, staff, or volunteers;
 - (2) Confirm whether a student, staff member, or volunteer is present or make the student, staff member, or volunteer available;
 - (3) Allow access to non-public areas of the district’s facilities or property;
 - (4) Sign documents presented by federal immigration authorities; or
 - (5) Give consent to any immigration enforcement action.
 - b. Staff may not interfere with lawful immigration enforcement actions or physically obstruct federal immigration authorities in any manner. However, staff should immediately report to the immigration liaison if they observe any conduct or enforcement activities by federal immigration authorities that violate state or federal law, or district policies, or that otherwise present a security threat or potential danger to students, staff, volunteers, or visitors.
 - c. Staff who receive a request related to immigration enforcement must immediately notify the immigration liaison. The immigration liaison is responsible for interacting with the federal immigration authorities until the matter is concluded or the federal immigration authorities have been referred to the superintendent or designee.
 - d. The immigration liaison or alternate immigration liaison should meet the federal immigration authorities at the school door or other area designated by the superintendent or designee for this purpose.
 - e. The immigration liaison shall provide federal immigration authorities with a copy of this policy and explain that school staff are required to follow these steps in this policy. The immigration liaison should inform the immigration authorities that school staff must contact the office of the superintendent or designee for guidance before providing access to school facilities, records, or other information.
 - f. The immigration liaison should direct another staff member to contact the superintendent or designee while the immigration liaison remains with the federal immigration authorities.
 - g. The immigration liaison must document the request from federal immigration authorities to the fullest extent possible under the circumstances. At a minimum, the documentation shall include the following information, if available:
 - (1) The name, badge number, and agency of the law enforcement officer making the request;

- (2) The number of officers present;
- (3) Time, date, and location of the request;
- (4) The nature of the request;
- (5) The source of authority for the request, including whether the request is administratively or judicially authorized;
- (6) Whether the request requires an immediate response;
- (7) The identification of witnesses present; and
- (8) How the encounter concluded.

- h. The immigration liaison shall direct another staff member to transmit copies, photos, or other documentation provided by federal immigration authorities to the superintendent or designee, along with other information documented pursuant to this policy. The superintendent or designee must approve any response to a law enforcement request related to immigration enforcement as provided in Section 3 of this administrative regulation.

2. Determination of Validity of Judicial Warrant or Order

- a. If presented with a warrant or order by federal immigration authorities, the immigration liaison shall verify the validity of the warrant or order by determining whether the warrant or order is judicially authorized. An administrative warrant or other legal process that has not been authorized by a judicial officer does not authorize the district to provide law enforcement with access to records or information, or facilities for purposes of immigration enforcement.

A judicially authorized warrant or order contains the following key features:

- (1) A caption, near the top of the document, identifying the court that issued the order (typically the federal district court for the District of Oregon);
- (2) A signature block, near the end of the document, including the name of the person who signed the order, and identifying that individual as a judge, magistrate, clerk of court, or other person signing on behalf of a judge or magistrate, and the date of the signature; and
- (3) An indication that the warrant or order has not expired.

Examples of warrants and subpoenas are available in the Attorney General's model policies¹.

- b. The immigration liaison shall notify the superintendent or designee of the warrant or order and whether the warrant or order appears on its face to be judicially authorized.
- c. The immigration liaison should request a copy of the warrant or order and transmit a copy of the warrant or order for review by the superintendent or designee, or legal counsel.
- d. The superintendent or designee shall make the final determination regarding the validity of any warrant or court order and whether, and to what extent, federal immigration will have access to district records or information, or facilities. If the superintendent or designee is uncertain as to the validity or scope of the warrant or order, the superintendent or designee should immediately consult legal counsel or a statewide or regional education organization.

3. Approval of Response by Superintendent

¹ <https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf>

- a. The immigration liaison shall notify the superintendent or designee of a request related to immigration enforcement prior to responding to the request. The superintendent or designee will only honor requests from immigration enforcement officers or other agencies enforcing federal immigration laws if the request is judicially authorized. If the superintendent or designee is uncertain as to the lawfulness or scope of the request, the superintendent or designee should immediately consult legal counsel or a statewide or regional education organization prior to approving a response.
- b. If the superintendent or designee determines that a response is not authorized by a judicial subpoena issued as part of a court proceeding or by another compulsory court-issued legal process, such as a warrant, the superintendent or designee shall direct the immigration liaison to decline the request.

Upon direction of the superintendent or designee, the immigration liaison shall decline the request, refer the federal immigration enforcement authorities to the superintendent or designee, and request that they leave the premises.

The immigration liaison shall ensure that the information documented pursuant to this administrative regulation is submitted to the Oregon Criminal Justice Commission as provided in ORS 181A.826.

- c. If the request is accompanied by a subpoena, warrant, or order that appears on its face to be judicially authorized, the superintendent or designee must review and approve the immigration liaison of district's response to the request.

The superintendent or designee shall ensure that the district's response provides no greater access to records or information, or facilities, than that required by the subpoena, warrant, or order.

- d. If the request involves a warrant that appears to be valid and authorizes the arrest of a particular person, the superintendent shall direct the immigration liaison to request that the arrest be conducted in a manner that is the least disruptive to the school environment and to the person's wellbeing, which may include bringing the arrestee to the federal immigration authorities.

4. School-Sponsored Events

If federal immigration authorities appear at a school-sponsored event open to the general public (e.g., field trip, athletic event, band event), staff should document their observations, notify the immigration liaison and follow any guidance provided by the immigration liaison. When alerted to the presence of federal immigration authorities at a school-sponsored event, the immigration liaison shall notify the superintendent or designee.

5. School Transportation/Buses

If federal immigration authorities request to board a school bus or other vehicle transportation, the driver should ask them to wait outside the bus/vehicle, close the doors, and immediately call the immigration liaison and follow any guidance provided by the immigration liaison. The immigration liaison shall notify the superintendent or designee and coordinate an approved response as outlined in this policy.

6. Volunteers

P The district will determine which volunteers need to receive training or materials regarding this administrative regulation.

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Dallas School District No. 2

Board of Directors

2026–2027 Board Goals

Adopted at the Regular Board Meeting July 6, 2026

Purpose. The Dallas School District Board of Directors establishes the following governance goals for the 2026–2027 school year. These goals are intended to guide the Board's governance work, strengthen accountability, and support continuous improvement across the district.

Goal 1: Strengthen Board Monitoring of Student Outcomes and Accountability

Goal Statement. The Board of Directors will establish and maintain a disciplined monitoring framework for student academic performance, implementation of state accountability measures, and the district's financial health. The Board will use consistent data to guide governance decisions, monitor progress over time, and identify concerns early.

Board Action Steps

- Adopt a consistent reporting format for district academic performance, including STAR assessment results and common benchmark data, for regular Board review.
- Establish a defined set of Board-level leading indicators aligned with Oregon Department of Education accountability requirements, including Senate Bill 141 implementation metrics.
- Continue regular financial monitoring through monthly financial reports highlighting significant trends, risks, and areas requiring Board attention.
- Promote a culture of accountability by ensuring significant performance or financial concerns are identified, discussed openly, and accompanied by administrative action plans.

Goal 2: Strengthen Community Engagement and Transparency

Goal Statement. The Board of Directors will foster open, transparent, and meaningful communication with the community while encouraging public trust through clear governance practices and active engagement.

Board Action Steps

- Communicate Board priorities, decisions, and governance actions in clear, accessible language.
- Promote transparency by openly acknowledging district challenges while communicating progress toward solutions.
- Identify and participate in meaningful community engagement opportunities throughout the school year to strengthen relationships with students, families, staff, and community partners.

Goal 3: Advance City–District Collaboration and Legislative Advocacy

Goal Statement. The Board of Directors will strengthen collaborative relationships with the City of Dallas and other governmental partners to advance shared priorities, advocate for students, and improve community outcomes.

Board Action Steps

- Develop and maintain shared goals through regular collaboration with City leadership.
- Coordinate advocacy efforts with local and state partners on issues affecting public education and the Dallas community.
- Support collaborative projects that improve student safety, community infrastructure, and quality of life, including Safe Routes to Schools and similar initiatives where appropriate.