



Philomath School District

ML/EL District Plan

June 2026



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INTRODUCTION

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

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

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

BACKGROUND

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

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

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

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

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

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

EL OUTCOMES PROGRAM (HB 3499)

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

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

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

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

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

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

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

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

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

ORGANIZATION OF THE TEMPLATE

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

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

DISTRICT ASSURANCES: [SMARTSHEET LINK](#)

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

SECTION 1. IDENTIFICATION OF MULTILINGUAL ENGLISH LEARNERS

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

SECTION 2: INSTRUCTIONAL PROGRAMMING AND STAFFING

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

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

SECTION 3. ASSESSMENT AND PROGRESS MONITORING FOR CURRENT STUDENTS

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

SECTION 4. MONITORING EXITED STUDENTS

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

SECTION 5. EQUITABLE PROGRAM ACCESS

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

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

SECTION 6. FAMILY ENGAGEMENT AND COMMUNICATION

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

The district provides language assistance to parents/guardians with appropriate, competent staff or appropriate and competent outside resources.	X	
The district: Does not use students, siblings, friends, minors, and untrained staff members as qualified translators or interpreters, even if they are bilingual. All interpreters and translators, including staff acting in this capacity, are: • proficient in the target languages; • have knowledge of specialized terms or concepts in both languages; • are trained in the role of an interpreter or translator, • the ethics of interpreting and translating, • the need to maintain confidentiality.	X	
The district provides the Oregon Language Use survey in languages parents/guardians can understand. But only in Spanish and English online, different language needs are communicated to the ELD teacher and together with the Parents or Guardians the LUS is provided either translated orally in person or with the help of a translator or translation service in print.	X	

SECTION 7. PROGRAM EVALUATION

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

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

The district annually compares the percentage of students with ML/EL status also having TAG (Talented and Gifted) status to Never ELs having TAG (Talented and Gifted) status.	x	
The district annually compares the outcome data of ELs (including monitored ELs) progress on state content assessments (ELA/Math) compared to the data of Never ELs.	x	
The district annually reviews the outcome data (OTELP) of ELs progress in learning English.	x	
The district annually compares the outcome data of former ELs (monitor and post-monitor) progress on state content assessments (ELA/Math) compared to the data of Never ELs.	x	
The district annually compares attendance rates for ELs and compares these rates to Never ELs.	x	
The district annually compares discipline data for ELs and Never ELs.	x	
The district shares the above data reviews with educators (including EL specialists, classroom teachers, special education specialists, counselors, building level administrators, district level administrators, and school board members) annually.	x	

ML/EL DISTRICT PLAN

SECTION 1. IDENTIFICATION OF MULTILINGUAL ENGLISH LEARNERS

Legal Requirements and Guidance for Identification of English Learners

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

District Plan for Identification of English Learners

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

Philomath School District – English Learner (EL) Identification and Placement Process (2025–26)

Definition of an English Learner (EL):

As required under ESSA, the U.S. Department of Education defines an English Learner (EL) as an individual, ages 3 through 21, who is enrolled or preparing to enroll in school, whose primary or home language is other than English, and whose English proficiency may limit access to grade-level content, participation in English-only instruction, or full engagement in society. Philomath School District uses this definition to guide the identification and placement of EL students.

Step 1: Initial Identification of Potential EL Students

1. Registrars identify new students whose primary language is other than English during the enrollment process. This could entail language(s) *other than* English or American

Sign Language (ASL), or language(s) *in addition to* English or American Sign Language (ASL).

2. Registrars notify the K–12 ELD teacher of these students.
3. The ELD teacher regularly reviews the district’s student information system to identify any students listed with languages other than English, ensuring no students or families are missed during online registration.

Step 2: Language Use Survey (LUS)

1. All newly enrolling students receive the Language Use Survey (LUS) as part of the enrollment process.
2. The LUS is available in Spanish and English and will be provided in the family’s home language whenever possible.
3. Completed surveys are collected by the school registrar.
4. **Timeline:**
 - Within 30 days of the start of the school year, or
 - Within 10 days of enrollment during the school year.
5. **Responsible Parties:** School registrar and ELD teacher

Step 3: Follow-Up

1. The ELD teacher reviews the LUS and contacts parents/guardians or the student’s previous school if clarification is needed.
2. Translation services are provided in the student’s home language as needed.
3. The ELD teacher arranges meetings with families to discuss language needs and gather additional information.

Step 4: Determining Appropriate ELD Program Placement

1. Using the information from the LUS, previous school records, and parent/guardian input, the ELD teacher determines the student’s appropriate ELD program.
2. The placement ensures that students’ English proficiency needs are supported while maintaining access to grade-level content.

Step 5: Documentation and Communication

1. All EL identification information is documented in Synergy.
2. Parents/guardians are informed of the student’s EL status and program placement.

3. This process ensures that all students' language backgrounds are accurately identified and that students who need English language development (ELD) services receive appropriate support in alignment with federal and state requirements.
2. Identify the district staff responsible for working with families to complete the Language Use Survey.
 - ☒ District licensed/certified professional (for example, English learner program coordinator, bilingual specialist)
 - ☒ District support staff (for example, secretary, school enrollment/registration personnel)
 - ☒ School licensed/certified professional (for example, English learner teacher, classroom teacher, counselor)
 - ☒ School support staff (for example, secretary, parent/community liaison, paraprofessional). Parents/guardians complete the form independently (for example, the district provides a link to an online home language survey and parents/guardians complete it at home)
 - ☐ Other (specify) _____
3. How are families informed about the English Learner identification process, including the purpose and use of the Oregon LUS?
 - ☒ A multitiered communication system is in place to assure families have clarity on the process and the outcomes of the assessments administered.
 - ☐ Our system has a welcome center which guides families through the process, using interpreters as necessary for clear communication throughout the process.
 - ☒ Families are notified in writing if a written translation is not provided. An oral interpretation is made available whenever needed.
 - ☒ ELPA screening results and program eligibility (including waiver options) is communicated to families via a letter, interpreters are available via phone for questions and clarifications
 - ☒ Other: Building registrars and office managers often serve as the primary point of contact for families and play a key role in supporting the enrollment process, including the identification of English Learner (EL) students.
4. Identify how the Oregon Language Use Survey (LUS) is administered.
 - ☐ Paper survey (including a form downloaded from district website)
 - ☒ Online survey via computer, tablet, or another electronic device
 - ☐ Verbal survey administration for all families
 - ☒ Verbal survey administration for select families (for example, low literacy, non-English speaking, disability) or if requested

- ☒ Other (specify) If a paper version is needed it will be provided by the school district/ELD teacher.
5. Describe the district's process for reviewing the Oregon Language Use Survey (LUS) information and ensuring that all students are screened in accordance with the federal time requirements within 30 days of enrollment.

Review of LUS Information

- Upon enrollment, families complete the Oregon Language Use Survey (LUS).
- Building registrars or the ELD coordinator review all surveys to identify any indication of a language other than English or ASL.
- LUS forms indicating another language are forwarded to the ELD coordinator for follow-up and documentation.

Screening Procedures

- Identified students are administered the **state-approved English language proficiency screener** (ELPA Screener) within **30 calendar days** of the start of the school year or within **two weeks of enrollment** if the student enters after the first 30 days.
- Screening results determine eligibility for English Language Development (ELD) services.

Monitoring and Compliance

- The district maintains a centralized tracking system to ensure all screenings are completed within required federal timelines.
- Documentation of LUS results, screening outcomes, and eligibility determinations are maintained in the student's cumulative file and recorded in the district's student information system.
- The ELD coordinator regularly reviews data to verify compliance with state and federal requirements.

Review of Potential ELs: Communication and Action Steps

- Any LUS that indicates language(s) *other than* English or American Sign Language (ASL), or language(s) *in addition to* English or American Sign Language (ASL) is shared with the district's ELD teacher through our district's online registration process.
- The ELD teacher reviews the student's cumulative file to determine whether prior EL identification or services exist. If records are incomplete or unavailable, the ELD teacher contacts the previous school district and/or ODE to confirm history.
- **Timeline:** Within 30 days of the start of school or within 10 days of enrollment during the school year.

- **Responsible:** ELD teacher.
6. Describe the district's process for screening and recording results of the screener in the district's student record system.

Screening – ELPA21 Screener

- Students identified as potential ELs are administered the initial ELPA21 screener by the ELD teacher. This assessment determines English language proficiency and eligibility for ELD services. If a student with disabilities is unable to respond to the ELPA Screener then they are identified as a Potential EL in conjunction with the student's special education case manager and other support staff. The ELD teacher and other staff will continue to assess if and when the student is able to respond to the ELPA screener. This information is placed in the students cum file and as a hard copy in the ELD locked files and in a secure online file.
 - The ELD Manager will enter the screener results in Synergy.
 - LEP Start Date and program code(s) for eligible students will be entered in Synergy
 - Scores and codes for initially fluent students will be entered in Synergy
 - A copy of ELPA screener results will be placed in the student's permanent cum file
 - A copy of ELPA screener results is sent home to the family of the student.
- Students new to Oregon or the U.S., or students without prior ELD assessment data, will be screened promptly following LUS review.
- **Timeline:** Within 30 days of the start of school or within 10 days of enrollment during the school year.
- **Responsible:** ELD teacher.

Notification and Placement

- If a student qualifies for ELD services, parents/guardians are notified in writing in their home language as well as English. A copy of this notification is placed in the student's cumulative file, a hard copy in the locked ELD files and as a secure online Document.
- The student's EL status is entered into the district's Student Information System (SIS) and shared with relevant staff (ELD office, administrators, and teachers).
- Students begin receiving services immediately upon determination of eligibility.
- **Timeline:** Immediately after receipt of ELPA21 screener results.
- **Responsible:** ELD teacher.

Students Scoring Initially Fluent

- For students scoring fluent or “Too High to Qualify,” results are documented in the cumulative file, and parents/guardians are notified in both English and their home language.
- No ELD services are initiated, but documentation is maintained for district and state reporting.
- **Timeline:** Immediately after receipt of ELPA21 screener results.
- **Responsible:** ELD teacher.

7. Describe how district staff are trained on the purpose and uses of the Oregon Language Use Survey and ELPA screener. [required, open-ended response]

District staff receive training on the purpose and use of the Oregon Language Use Survey (LUS) and the ELPA screener through a combination of annual professional development sessions, targeted guidance to school registrars, and support from the EL teacher. Training emphasizes that the LUS is a required tool used at the point of enrollment to identify students who may need English language proficiency screening, and that the LUS survey results determine whether a student is administered the ELPA screener. Staff are instructed on how to explain the survey to families, the importance of collecting accurate and complete information, and the connection between the survey, the screener, and appropriate placement in language support services. Staff responsible for registration are provided with the ODE Language Use Survey Rubric to determine whether a survey indicates the need to screen a student.

School administrators, office staff, and EL case managers are provided with procedures for administering the LUS, following up with families when clarification is needed, and ensuring that students flagged by the survey are screened within the required state timelines. Training also covers data entry into the student information system and maintaining confidentiality of student information.

The district EL teacher offers ongoing technical assistance throughout the year and provides refresher training as needed to ensure consistent understanding and use of both the LUS and the ELPA screener across all schools in the district.

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

Not applicable for Philomath School District.

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

When a student is unable to respond to testing prompts, but the Language Use Survey (LUS) indicates a language other than English, the ELD teacher collaborates with the school team and the parent/guardian to determine the student's ability to access the ELPA screener. If the student is not able to participate in the screener, the student is identified as a "potential English Learner." In these cases, the ELD teacher maintains ongoing collaboration with the special education team, checking in at least quarterly to review progress and to assess whether the student may be ready to attempt the ELPA screener in the future. Those students with disabilities that can take the ELPA screener do so. The ALT ELPA Summative is an option for those students who qualify for it.

Resources for Identification of English Learners

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

SECTION 2. INSTRUCTIONAL PROGRAMMING AND STAFFING

Legal Requirements and Guidance for High Quality Instructional Programming

- School districts must provide EL students with effective Language Instruction Education Programs (LIEPs). [Dear Colleague Letter, OAR 581-023-0100\(4\)OAR 581-023-0100\(4\)](#)
- LIEPs must ensure EL students access grade-level academic standards or core content area courses [ESSA Title III 3102](#)
- Increase the quality of instruction to meet the diverse strengths and needs of multilingual learners while reflecting and affirming their intersectional identities. [Oregon Multilingual Learner Strategic Plan](#) – Priority area 2, Goal 2
- Students designated as English learners have equitable access to grade-level academic courses, accelerated learning, career connected learning opportunities, and enrichment opportunities. [Oregon Multilingual Learner Strategic Plan](#) – Priority 2, Goal 4.
- Oregon educational entities implement high-quality dual language programs that prioritize students designated as English learners. [Oregon Multilingual Learner Strategic Plan](#) – Priority 4, Goal 1. Section 3: Assessment and Progress Monitoring
- Districts must ensure that it is providing appropriate licensed staff, instructional materials, supplies and materials to support their EL instructional program under the [OAR 581-023-0100 \(4\)](#).
- Districts must address the Title III purposes under [ESSA SEC. 3102.Title III \[20 U.S.C. 6812\]](#) with regard to implementation of the EL instructional program and professional learning.

- Districts must ensure that their instructional program is supported by educators whose licenses and endorsements meet these TSPC OARs. OAR [584-220-0075](#) English to Speakers of Other Languages Endorsement Requirement and OAR [584-210-0160 \(2\) \(a\)](#) Teaching assignments that exceed 10 hours per week in one subject-matter area without the appropriate subject-matter endorsement. – Endorsement Requirement
- Districts are required under [ESSA SEC. 3116 Title III. \[20 U.S.C. 6826\]](#) to ensure that all educators in any language instruction education program are fluent in English and any other language used in instruction. Fluent refers to both oral and written communication.
- Oregon districts recruit, hire, retain, and advance multilingual educators of color who mirror the intersectional identities of students designated as English learners. [Oregon Multilingual Learner Strategic Plan](#) - Priority 3, Goal 1
- In-service teachers, administrators, and school staff members engage in ongoing, high-quality professional learning to support multilingual learners. [Oregon Multilingual Statewide Strategic Plan](#) - Priority 3, Goal 3

District Plan

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

Example: By June 2028, our district will increase the percentage of elementary Multilingual Learners On Track to English Language Proficiency from 55.5% to 63%.

Elementary K-5 (required all districts)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)
By June 2028, our district will increase the percentage of elementary-level Current English Learners who reach English Language Proficiency from 12.5% to 17.5%.	By June 2028, the district will increase the percentage of Year 1 Monitored English Learner students who meet or exceed state proficiency benchmarks in English Language Arts and Mathematics from 33% to 38%, as measured by state assessments.

Middle 6-8 (required all districts)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)
By June 2028, our district will increase the percentage of middle school-level Current English Learners who reach English Language Proficiency from 20% to 25%.	By June 2028, the district will increase the percentage of Year 1 Monitored English Learner students who meet or exceed state proficiency benchmarks in English Language Arts and Mathematics from

	33% to 38%, as measured by state assessments.
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High 9-12 (required by all districts with High Schools)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)	Graduation Goal
By June 2028, our district will increase the percentage of high school-level Current English Learners who reach English Language Proficiency from 20% to 25%.	By June 2028, our district will increase the percentage of Current English Learners enrolled in AP/IB courses from 0% to 5%.	By June 2028, the district will maintain a four- to five-year graduation rate of at least 95% for all Current English Learners and Monitored English Learners, as measured by Oregon Department of Education graduation data.

Newcomer 6-8 (if applicable)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)
By June 2028, our district will have 100% of newcomers On Track to English Language Proficiency.	By June 2028, at least 55% of Newcomer English Learners will demonstrate annual growth in English Language Arts and Mathematics, as measured by state academic assessments and/or district-approved growth measures, with progress monitored annually.

Newcomer 9-12 (if applicable)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)	Graduation Goal
By June 2028, our district will have 100% of newcomers On Track to English Language Proficiency.	By June 2028, at least 50% of Newcomer English Learners will demonstrate annual growth in English Language Arts and Mathematics, as measured by state academic	By June 2028, the district will maintain a four- to five-year graduation rate of at least 95% for all Current English Learners and Monitored English Learners, as measured by

	assessments and/or district-approved growth measures, with progress monitored annually.	Oregon Department of Education graduation data.
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Students with IEPs (Individual Educational Plan) (if applicable)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)	Graduation Goal
By June 2028, our district will increase the percentage of special education students On Track to English Language Proficiency from 50% to 55%.	By June 2028, at least 60% of English Learners with disabilities will demonstrate annual growth in English Language Arts and Mathematics, as measured by state academic assessments and/or district-approved growth measures, with progress monitored annually.	By June 2028, the district will maintain a four- to five-year graduation rate of at least 95% for all Current English Learners and Monitored English Learners, as measured by Oregon Department of Education graduation data.

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

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

District Data Profile and Longitudinal Data Profile

EL Outcomes Program Indicators

Elementary Indicators	Secondary Indicators
Regular Attendance: limited progress Exclusionary Discipline: notable progress ELA Achievement: limited progress Math Achievement: some progress	Regular Attendance: limited progress Exclusionary Discipline: notable progress

Per [OAR 581-020-0613](#) the Comprehensive Needs Assessment for EL Outcomes Program identified districts “will examine the root causes impacting student’s performance and program quality and effectiveness. The evaluation must include, but not be limited to, program design,

program model, instructional delivery strategies, curriculum, assessment, staff qualifications, staff training on culturally responsive instructional pedagogy and practices, and the level of engagement with ELL families and community.”

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

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

Program Model	School(s) (indicate whether the school is elementary, middle, or high)
Dual Language Program (Two-way or one-way): Dual language programs provide instruction in English and another language for at least 50% or more of the instructional time. Programs begin in kindergarten and continue through middle or high school to fully develop bilingual and biliterate proficiency.	Not applicable
Transitional Bilingual Programs (Early or late exit): Transitional bilingual programs use the student's primary language as a foundation to support English language development with 90% of initial instruction in the primary language, increasing English instruction systematically until all instruction is provided in English.	Not applicable
Sheltered Instruction (English is the primary language of instruction): Content-Based Instruction (CBI) or "sheltered" instruction is used in classes using instructional strategies that support access to core content instruction. Some examples of this include GLAD, SIOP, and Constructing Meaning.	Clemens Primary School Philomath Elementary School Philomath Middle School Philomath High School Philomath Academy Blodgett Elementary School Kings Valley Charter School
Newcomer Program: The Newcomer Program provides specialized instruction to beginning level multilingual/English learners who have newly immigrated to the United States and may have limited or interrupted formal education or low literacy in their primary	Clemens Primary School Philomath Elementary School Philomath Middle School Philomath High School Philomath Academy

language. Typical program length ranges from one semester to one year for most students.	Blodgett Elementary School Kings Valley Charter School
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2. Use the following table as reference to describe the district’s instructional models for English language development in the subsequent table.

English Language Development Instructional Model – English language acquisition

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

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

Designated ELD Class Period	English language development instruction is provided during a stand-alone class period, and students receive course credit for the class. This approach is more common in middle schools and high schools.
Newcomer ELD	English language development instruction is provided in a separate setting with relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs on a short-term basis (usually no more than one year) after which they receive ELD instruction through integrated, designated or ELD class periods service types.

Elementary School English Language Development Instructional Services

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

Overall, the program prioritizes keeping multilingual learners in their general education classrooms as much as possible while providing differentiated, data-informed language instruction aligned to each student's proficiency level.

	Beginning Level (0-2 years in program)	Intermediate Level (2-5 years in program)	Long-Term English Learners (LTELs) (5+ years in program)
ELD Instruction Service Model(s):	Students at the beginning level, including newcomers, receive the most intensive language support. Instruction is primarily delivered through push-in and integrated models within the general education classroom,	Intermediate students receive a combination of push-in and integrated ELD support, with occasional pull-out instruction depending on individual needs. Instruction continues to take place primarily in the general education classroom during core academic times,	Long-Term English Learners receive targeted ELD support primarily through integrated and push-in models within the general education setting. Instruction is focused on advancing academic language proficiency, complex text engagement, and written

	with additional pull-out support provided as needed. Push-in ELD instruction occurs during core academic blocks, specifically during reading and math, allowing students to build language skills in meaningful contexts. The ELD teacher works alongside the classroom teacher, often providing parallel small-group instruction using ELD strategies and standards. Students are grouped flexibly based on language proficiency and targeted skill needs.	including reading and math blocks. Differentiation focuses on expanding academic language, vocabulary, and comprehension skills. Students are grouped flexibly for targeted instruction, allowing support to be adjusted based on progress and specific language goals.	expression. Support is typically embedded within core instruction, especially during reading and math, with flexible grouping used to address specific skill gaps. Additional targeted interventions may be provided as needed to accelerate language development and ensure continued progress.
Core ELD Instructional Materials	HMH English 3D K-12, plus Core Text integrated	HMH English 3D K-12, plus Core Text integrated	HMH English 3D K-12, plus Core Text integrated
Supplemental ELD Instructional Materials	Online Flashlight 360, Read&Write	Online Flashlight 360, Read&Write	Online Flashlight 360, Read&Write

Middle School English Language Development Instructional Services

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

	Beginning Level (0-2 years in program)	Intermediate Level (2-5 years in program)	Long-Term English Learners (LTELs) (5+ years in program)
ELD Instruction Service Model(s)	Students at the beginning level, including newcomers, receive the most intensive language support. Instruction is primarily delivered through push-in and integrated models within the general education classroom, with additional pull-out support provided as needed. Push-in ELD instruction occurs during core academic blocks, specifically during reading and math,	Intermediate students receive a combination of push-in and integrated ELD support, with occasional pull-out instruction depending on individual needs. Instruction continues to take place primarily in the general education classroom during core academic times, including reading and math blocks. Differentiation focuses on expanding academic language, vocabulary, and comprehension skills. Students are	Long-Term English Learners receive targeted ELD support primarily through integrated and push-in models within the general education setting. Instruction is focused on advancing academic language proficiency, complex text engagement, and written expression. Support is typically embedded within core instruction, especially during reading and math, with flexible grouping used to address specific skill gaps. Additional targeted interventions may be provided as needed

	allowing students to build language skills in meaningful contexts. The ELD teacher works alongside the classroom teacher, often providing parallel small-group instruction using ELD strategies and standards. Students are grouped flexibly based on language proficiency and targeted skill needs.	grouped flexibly for targeted instruction, allowing support to be adjusted based on progress and specific language goals.	to accelerate language development and ensure continued progress.
Core ELD Instructional Materials	HMH English 3D K-12, plus Core Text integrated	HMH English 3D K-12, plus Core Text integrated	HMH English 3D K-12, plus Core Text integrated
Supplemental ELD Instructional Materials	Online Flashlight 360, Read&Write	Online Flashlight 360, Read&Write	Online Flashlight 360, Read&Write

High School English Language Development Instructional Services

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

	Beginning Level (0-2 years in program)	Intermediate Level (2-5 years in program)	Long-Term English Learners (LTEs) (5+ years in program)
ELD Instruction Service Model(s)	Students at the beginning level, including newcomers, receive the most intensive language support. Instruction is primarily delivered through push-in and integrated models within the general education classroom, with additional pull-out support provided as needed. Push-in ELD instruction occurs during core academic blocks, specifically during reading and math, allowing students to build language skills in meaningful contexts. The ELD teacher works	Intermediate students receive a combination of push-in and integrated ELD support, with occasional pull-out instruction depending on individual needs. Instruction continues to take place primarily in the general education classroom during core academic times, including reading and math blocks. Differentiation focuses on expanding academic language, vocabulary, and comprehension skills. Students are grouped flexibly for targeted instruction, allowing support to be adjusted based on progress and	Long-Term English Learners receive targeted ELD support primarily through integrated and push-in models within the general education setting. Instruction is focused on advancing academic language proficiency, complex text engagement, and written expression. Support is typically embedded within core instruction, especially during reading and math, with flexible grouping used to address specific skill gaps. Additional targeted interventions may be provided as needed to accelerate language development and ensure continued progress.

	alongside the classroom teacher, often providing parallel small-group instruction using ELD strategies and standards. Students are grouped flexibly based on language proficiency and targeted skill needs.	specific language goals.	
Core ELD Instructional Materials	HMH English 3D K-12, plus Core Text integrated	HMH English 3D K-12, plus Core Text integrated	HMH English 3D K-12, plus Core Text integrated
Supplemental ELD Instructional Materials	Online Flashlight 360, Read&Write	Online Flashlight 360, Read&Write	Online Flashlight 360, Read&Write

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

Philomath School District has Philomath Academy, a 6-12 grade alternative school, and Kings Valley Charter School, a kindergarten through 12th grade program. English Learners enrolled in the district's alternative and charter school program receive English Language Development services through the district's comprehensive EL Program Model.

ELD services are provided based on students' English Language Proficiency levels as determined by the English Language Proficiency Assessment (ELPA). Instructional models may include designated ELD, integrated ELD within core content instruction, and targeted language support delivered by licensed teachers and/or EL specialists. Service delivery is flexible to meet student

needs and is adjusted based on progress monitoring data and proficiency growth. The instructional materials used at Philomath Academy and Kings Valley are:

- Core ELD instructional materials: HMH English 3D K-12, plus Core Text integrated
 - Supplemental ELD Instructional Materials: Online Flashlight 360, Read&Write
4. Describe components of the EL Program Model that have elements that affirm EL student identity. Identify components of your EL program containing racially/ethnically, culturally, and/or linguistically affirming elements and explain why/how.

Philomath School District's EL Program Model includes multiple components designed to affirm English Learner students' racial, ethnic, cultural, and linguistic identities.

These components include:

- **Asset-based instructional practices** that recognize multilingualism as a strength and encourage students to draw upon their home languages, prior knowledge, and cultural experiences during instruction.
- **Culturally responsive teaching strategies** embedded within ELD and core content instruction, including the use of diverse texts, examples, and perspectives that reflect students' backgrounds and lived experiences.
- **Family and community engagement practices** that honor families as partners in their children's education, including communication in home languages when possible and opportunities for family voice in decision-making.
- **Inclusive learning environments** that promote belonging, respect, and positive identity development for English Learners, including explicit instruction in academic language while valuing students' cultural and linguistic identities.

These elements support both academic growth and social-emotional well-being by fostering environments where English Learners feel seen, valued, and supported.

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

Philomath School District provides targeted, research-based literacy support to students designated as English Learners through a combination of designated ELD instruction, integrated language supports, and data-informed intervention practices.

Key components include:

- **Explicit instruction in academic language and literacy skills**, aligned to Oregon English Language Proficiency Standards and grade-level ELA standards.
- **Designated ELD instruction** that focuses on reading, writing, speaking, and listening skills, with instruction differentiated by English proficiency level.
- **Integrated literacy supports within core ELA and content instruction**, ensuring English Learners have access to grade-level curriculum with appropriate scaffolds.
- **Use of formative and summative assessment data**, including ELPA and district literacy measures, to identify student needs, monitor progress, and adjust instruction.
- **Collaboration among EL specialists, classroom teachers, and intervention staff** to provide coordinated literacy support and ensure alignment across instructional settings.

These practices are grounded in research on second language acquisition and effective literacy instruction and are designed to accelerate language development while maintaining access to rigorous, grade-level learning

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

	Number of ELD teachers and their qualifications	Number of ELD Instructional Assistants	Describe other staff who work with ML/EL students (if applicable)
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Elementary School(s)	1 ELD Teacher districtwide with MA in ELL & ESOL endorsement	1 ELD Instructional Assistant, BA Degree with polyglot skills	10 ESOL endorsed Gen Ed and Special Education Teachers
Middle School(s)			3 ESOL endorsed Gen Ed Teachers
High School(s)			1 ESOL endorsed Gen Ed Teacher
Charter School(s)			
Alternate Program/ School(s)			1 ESOL endorsed Gen Ed Teacher

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

Across Philomath School District schools, staff demographics do not yet fully mirror the racial, ethnic, and linguistic diversity of the student population. District-wide data indicate that while student populations include meaningful representation of Hispanic/Latino, Multiracial, Black/African American, Asian, and American Indian/Alaska Native students, certificated staff across most schools remain predominantly White.

In several schools, Hispanic/Latino students represent approximately 9–13% of the student population, while Hispanic/Latino representation among staff ranges from 0–4%. Similarly, Multiracial students comprise approximately 5–10% of students across schools, with limited corresponding staff representation. These trends indicate an opportunity for the district to continue strengthening workforce diversity to better reflect the communities it serves.

District and school administrators are aware of this disparity and are committed to ongoing efforts to improve recruitment, hiring, and retention practices that support a more diverse and representative workforce over time.

To support bilingual and multilingual staff members, Philomath School District has established systems that may include:

- **Recognition and utilization of bilingual skills**, particularly in supporting communication with families and students whose home language is not English.

- **Collaborative roles and consultation opportunities** for bilingual staff to support EL instruction, family engagement, and cultural responsiveness.
- **Professional learning opportunities** focused on culturally responsive practices, language development, and inclusive instruction.
- **Encouragement of bilingual staff leadership and voice**, particularly in EL-related planning, problem-solving, and program development.

The district recognizes bilingualism and multilingualism as assets and continues to explore ways to strengthen supports, grow internal capacity, and intentionally recruit and retain staff who reflect the linguistic and cultural diversity of its students and families.

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

Elementary Grades	Secondary Grades
Instructional Planning Structure	Instructional Planning Structure
<i>At the elementary level, protected time is built into the weekly schedule to support consultation and collaborative planning between the ELD teacher and general education classroom teachers. On Friday afternoons, the ELD teacher meets with classroom teachers on a rotating basis to ensure that all teachers of ELs have regular access to consultation throughout the year.</i> <i>During these consultation meetings, educators:</i> ● <i>Review student language proficiency data and classroom performance</i> ● <i>Plan instructional strategies and language supports aligned to grade-level standards</i>	<i>At the secondary level, collaboration between ELD staff and core-content teachers is supported through structured consultation and participation in student support processes. The ELD teacher provides consultation to content-area teachers on a rotating basis, with a focus on supporting access to complex academic content and language demands across disciplines.</i> <i>Consultation and collaboration may include:</i> ● <i>Support with language objectives aligned to content standards</i> ● <i>Guidance on scaffolding academic language, vocabulary, and discourse</i>

• Discuss scaffolds, accommodations, and differentiation to support language development within Tier 1/core instruction • Align ELD instruction with classroom content when appropriate <i>The ELD teacher is also an active member of all Student Support Team (SST) meetings for any student with EL status. This ensures language development, cultural and linguistic assets, and appropriate instructional supports are considered as part of problem-solving and instructional planning.</i>	• Review of EL student progress and instructional adjustments within Tier 1 instruction <i>The ELD teacher participates in Student Support Team meetings for secondary students with EL status to ensure instructional planning reflects students' language development needs and strengths.</i>
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9. Provide a brief narrative about the kind of professional development opportunities teachers, administrators, and staff engage in that improve multilingual EL systems and support. Please make sure to include any training on Culturally Responsive Instructional Pedagogy.

Philomath School District provides professional development opportunities for teachers, administrators, and staff that are designed to strengthen multilingual learner systems and improve instructional support for multilingual students.

District leadership is currently engaged in professional learning focused on culturally responsive and sustaining instruction through training facilitated by WestEd. This work supports administrators and instructional leaders in examining systems, instructional practices, and policies through an equity-focused lens and strengthens the district's capacity to support multilingual learners across schools.

The district also collaborates with the Lane Consortium to build expertise and alignment with regional best practices. The district's EL coordinator participates in regular consortium meetings focused on program requirements, instructional models, assessment, and emerging research. Information and resources from these meetings are then shared with district staff through professional learning opportunities, coaching, and consultation.

These professional learning structures support continuous improvement of multilingual learner systems and promote instructional practices that affirm students' linguistic and cultural identities while ensuring access to rigorous, grade-level instruction.

10. Indicate what the focus for professional development will be in the coming two years.

[multiple choice, check all that apply]

- ☒ Integrated ELD – Collaborative Co-Teaching
- ☐ Dual language program implementation/improvement
- ☐ Newcomer/Recently arrived students
- ☒ Multilingual family engagement and communication
- ☒ Language acquisition strategies
- ☒ ELP progress monitoring/Data analysis
- ☒ Racial equity
- ☒ Culturally and linguistically responsive practices
- ☒ Culturally Responsive Instructional Pedagogy and Practices
- ☐ Other (write in)

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

Professional development priority	Staff role/position	Staff experience level	Other identified criteria
1 st Culturally Responsive Instructional Pedagogy and Practices Integrated ELD	District and building administrators	All experience levels	Leadership participation in WestEd training focused on culturally responsive and sustaining instruction
2 nd Culturally Responsive Instructional Pedagogy and Practices Integrated ELD	EL coordinator, intervention specialists, and classroom teachers	New and experienced staff	Focus on culturally and linguistically responsive practices and language acquisition strategies. ELD Checklist for general education teachers to support

			language acquisition.
3 rd ELP progress monitoring/Data analysis	Classroom teachers, intervention staff, and specialists	All experience levels	ELP progress monitoring, ELPA data analysis, and instructional decision-making
4 th Multilingual family engagement and communication practice	Teachers and support staff working directly with EL students	All experience levels	Family Dinners Families Survey

Resources for High Quality Instructional Programming and Staffing

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

SECTION 3. ASSESSMENT AND PROGRESS MONITORING

Legal Requirements and Guidance for Assessment and Progress Monitoring

- All students designated as English learners must be assessed annually using a valid and reliable, state-approved assessment in all four domains of English (i.e., speaking,

listening, reading, and writing) (([6311\(b\)\(7\) \(Title I\)](#), [6823\(b\)\(3\)\(D\) \(Title III\)](#), [6826\(b\)\(3\)\(C\) \(Title III\)](#))

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

District Plan

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

Training

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

The district conducts annual training for all test administrators prior to the administration of Oregon Statewide Assessments. The District Test Coordinator, who serves as the Superintendent, is responsible for organizing and overseeing the training process. Training is provided to all staff administering assessments and includes required state guidance, test security procedures, administration protocols, accessibility supports, and accommodations.

Training is delivered through a combination of district-led sessions, review of Oregon Department of Education (ODE) training materials, and required acknowledgement of test security expectations. The district's ELD Coordinator and ELD Instructional Assistant are additionally trained and designated as test administrators for the English Language Proficiency Assessment (ELPA). Attendance and completion of training are documented annually. Ongoing support and clarification are provided by the District Test Coordinator and building administrators throughout the testing window to ensure assessments are administered in accordance with state requirements

Accommodations

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

The ELD Coordinator collaborates with the student's educational team to review eligibility and determine appropriate testing accommodations, including consideration of any allowable domain exemptions, in alignment with Oregon Department of Education (ODE) guidelines. Once accommodations are confirmed, the ELD Coordinator communicates the approved supports to the District Test Coordinator (Superintendent), who is responsible for entering and verifying accommodations in TIDE prior to the start of the testing window. Accommodations are reviewed to ensure they are consistent with documented instructional supports and are accurately implemented during assessment administration.

Progress Monitoring

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

	Academic Assessments	Language Assessments
Elementary:	• Renaissance STAR Testing for Reading & Math (K-5) • Curriculum-based measures • Oregon's Official Writing Scoring Guide for work samples	• Students participate in Flashlight 360 benchmark assessments in writing and speaking. If an English learner has an IEP or 504 Plan that includes language-related goals, those assessments and progress measures are also documented. The ELD Specialist participates in all related meetings, including goal development and progress review sessions, to ensure alignment between language supports and educational planning.

Middle School:	• iReady for ELA & Math (6-8) • Curriculum-based measures • Oregon's Official Writing Scoring Guide for work samples	• Students participate in Flashlight 360 benchmark assessments in writing and speaking. If an English learner has an IEP or 504 Plan that includes language-related goals, those assessments and progress measures are also documented. The ELD Specialist participates in all related meetings, including goal development and progress review sessions, to ensure alignment between language supports and educational planning.
High School:	• Curriculum-based measures (9-12) • Oregon's Official Writing Scoring Guide for work samples	• Students participate in Flashlight 360 benchmark assessments in writing and speaking. If an English learner has an IEP or 504 Plan that includes language-related goals, those assessments and progress measures are also documented. The ELD Specialist participates in all related meetings, including goal development and progress review sessions, to ensure alignment between language supports and educational planning.

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

- ☒ EL Specialist
☒ Content Teacher
☐ Counselor

- ☒ Educator/instructional assistant
 - ☐ Principal
 - ☒ Other classified staff (RTI, Student Success Team, SST)
 - ☒ Other licensed staff (RTI, Student Success Team, SST)
 - ☒ Other administrative staff (RTI, Student Success Team, SST)
6. Indicate the frequency of the district's monitoring process for students WHO HOLD CURRENT EL STATUS.
- ☒ During RTI/MTSS regular meetings
 - ☒ Monthly
 - ☐ Every two months
 - ☐ Quarterly
 - ☒ During grading periods
 - ☐ Once a year
 - ☒ Other
7. Indicate which data sources the district uses to monitor the progress of students with current English learner status.
- ☒ State English language arts assessments
 - ☒ State math assessments
 - ☒ State science assessments
 - ☒ State English Language Proficiency Assessment (ELPA)
 - ☒ Formative assessments
 - ☒ Grades
 - ☒ Teacher observations
 - ☒ Other
8. Describe the routine employed to monitor students' progress towards demonstrating language proficiency and students' progress towards demonstrating proficiency of content standards.

The district uses an ongoing, collaborative process to monitor students' progress toward English language proficiency and mastery of grade-level content standards. The ELD Coordinator collaborates with core teachers, RTI staff, Special Education staff, resource teachers, and educational assistants to review student performance and language development on a weekly to monthly basis, depending on individual student need.

English language proficiency is assessed annually through the English Language Proficiency Assessment (ELPA). Results are maintained in the student's educational record and shared with families in English and the home language along with the Notification of Services. Additional data sources include state assessment results and district benchmark assessments.

Multiple data sources are used to guide instructional decisions and adjust supports to ensure continued progress in both language development and academic achievement.

Resources for Assessment and Progress Monitoring

- [Test Administration Manual](#)
- [Oregon Accessibility Manual](#)
- [ELPA Screener Manual](#)

SECTION 4. MONITORING EXITED STUDENTS

Legal Requirements and Guidance for Progress Monitoring for Excited Students

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

District Plan

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

The district follows a structured process to determine whether a monitored student should return to the EL instructional program. The ELD Coordinator distributes a monitoring form to instructional staff each grading period to collect information regarding the student's academic performance, language use, and classroom progress.

If concerns are identified, the Student Support Team (SST) meets with the ELD Coordinator to review the data and determine whether the concerns may be language-related. When language-based concerns are suspected, the district seeks parent/guardian consent to administer the ELPA Screener.

If assessment results indicate that the student requires additional English language development support, the student is re-identified for EL services and returned to the EL instructional program in accordance with state guidelines. Note: a student will only be returned to services at the consent of the student's parents/guardians.

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

Students who exit EL services after achieving ELPA proficiency or provisional proficiency are monitored for four years. The ELD Coordinator distributes monitoring forms each grading period to core teachers to review academic performance and continued development of academic language skills.

The ELD Coordinator also collaborates with core teachers, RTI staff, Special Education staff, SST members, and educational assistants and participates in IEP, 504, and care team meetings as applicable to review student progress and supports.

After the four-year monitoring period, the ELD Coordinator reviews student progress as needed but no longer conducts formal monitoring. If concerns arise, the ELD Coordinator consults with the SST to determine appropriate next steps.

3. Indicate the staff responsible for monitoring students who have scored proficient on ELPA.

- ☒ EL Specialist
- ☒ Content Teacher
- ☒ Counselor
- ☒ Educator/instructional assistant
- ☒ Principal

- ☒ Other classified staff
 - ☒ Other licensed staff
 - ☐ Other administrative staff
4. Indicate the frequency of the district's monitoring process.
- ☒ During RTI/MTSS regular meetings
 - ☒ Monthly
 - ☐ Every two months
 - ☐ Quarterly
 - ☒ During grading periods
 - ☐ Once a year
 - ☒ Other
5. Indicate which data sources the district uses to monitor the progress of students formerly designated as English learners.
- ☒ State English language arts assessments
 - ☒ State math assessments
 - ☒ State science assessments
 - ☒ Formative assessments
 - ☒ Grades
 - ☒ Teacher observations
 - ☒ Other
6. Describe how the district provides instructional interventions for students after they have exited the ELD program when monitoring evidence indicates instructional interventions are needed.

The district utilizes a comprehensive Multi-Tiered System of Supports (MTSS) to provide instructional interventions for all students, including those who have exited the ELD program. When monitoring data indicates concerns after a student has exited EL services, the Student Support Team (SST) conducts a review of the student's academic records and collaborates with the ELD Coordinator to determine appropriate next steps and language-informed supports.

As a small district, staff maintain ongoing communication regarding the progress of exited and monitored multilingual learners. When concerns are identified, a collaborative intervention plan is developed with educators, counselors, and other relevant staff, with family involvement as appropriate. At the elementary and middle school levels, RTI staff support intervention planning and implementation, while at the high school level the Student Success Team facilitates this process.

Follow-up meetings are scheduled to review student progress and evaluate the effectiveness of interventions. This cyclical process of review, implementation, and reevaluation is documented to ensure supports are adjusted until the student demonstrates appropriate progress toward academic success.

Monitoring Students With EL Program Parent Waivers

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

The district monitors multilingual learners whose parents or guardians have waived participation in the ELP program to ensure continued progress in English language development and access to grade-level content. The ELD Coordinator informs core teachers of the student's waiver status and English language proficiency levels and collaborates regularly with instructional staff to review student progress.

Monitoring includes multiple data sources, including:

- State English Language Arts assessments
- State mathematics assessments
- State science assessments
- Formative classroom assessments
- Grades
- Teacher observations
- Other relevant academic and behavioral data as appropriate

Students with waivers continue to participate annually in the Summative English Language Proficiency Assessment (ELPA). The ELD Coordinator meets with families each year to review student progress and confirm continuation of the waiver.

When monitoring data indicates concerns, the Student Support Team (SST)/MTSS process is used to develop instructional interventions. The ELD Coordinator provides consultation, strategies, and instructional resources to support language development within core instruction. Monitoring activities, interventions, and follow-up reviews are documented to ensure ongoing academic and language progress.

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

The district uses a collaborative, Multi-Tiered System of Supports (MTSS)/Student Support Team (SST) process to communicate the academic needs of students whose parents or guardians have waived EL services. The ELD Coordinator participates in SST meetings at all school sites to support problem-solving and intervention planning for active, monitored, former, and waived multilingual learners.

When academic or language-related concerns are identified, the ELD Coordinator communicates directly with parents/guardians through phone contact followed by written communication, such as email or letter, in collaboration with relevant support team members. Meetings are scheduled as needed based on staff or family request and the individual needs of the student.

The district ensures meaningful communication with families by providing interpretation and translation services. The bilingual Spanish Liaison assists with communication and translation, and the ELD Coordinator coordinates translation services for additional languages in consultation with families. All written materials are translated into the parent/guardian's preferred language unless otherwise requested.

Resources for Progress Monitoring for Exited Students

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

SECTION 5. EQUITABLE PROGRAM ACCESS, POLICIES, AND PRACTICES

Legal Requirements and Guidance for Equitable Program Access

- Districts must identify, locate, and evaluate English Learners with disabilities in a timely manner and intake [ESSA](#); U.S. Department of Justice & U.S. Department of Education, 2015 [ESSA](#); U.S. Department of Justice & U.S. Department of Education, 2015. Districts must consider the English language proficiency of ELs with disabilities in determining appropriate assessments and evaluation materials.
- [Individuals with Disabilities Education Act \(IDEA\)](#) and [Section 504 of the Rehabilitation Act of 1973 \(Section 504\)](#)

- A student with an IEP or 504 may be exempt from up to three domains of the ELPA and this decision must be made by the student's IEP or 504 team. The team must include staff that understand second language acquisition.
- [ESSA](#); U.S. Department of Justice & U.S. Department of Education, 2015
- [English Language Proficiency Assessment Guidance](#) – this web page includes guidance for the ELPA summative and Alt ELPA assessment.
- Districts offer early college high school, or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.
- [ESSA Title III \(SEC. 3115. \[20 U.S.C. 6825\]\)](#)
- Students designated as English learners have equitable access to grade-level academic courses, accelerated learning, career connected learning opportunities, and enrichment opportunities. [Oregon Multilingual Learners Strategic Plan](#) - Priority 2, Goal 4
- Newcomers and students with limited or interrupted formal education are welcomed and integrated into Oregon schools and provided with the academic and social and emotional learning support they need to succeed. [Oregon Multilingual Learner Strategic Plan](#) - Priority 2, Goal 5.

District Plan

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

Student Group	Proportion of students in Special Education	Proportion of students in TAG
<i>Never EL students:</i>	16.6	5.2
<i>Former EL students:</i>	26.7	0
<i>Current EL students:</i>	23.5	0
<i>Monitored EL students:</i>	15.4	7.7

	Proportion of students enrolling in AP/IB courses.	Proportion of students enrolling in college credits.	Proportion of students earning a diploma.		Proportion of students enrolling in CTE courses
			Regular	Modified	
<i>Never EL students:</i>	3 %	4.32%	98 %	100%	98
<i>Former EL students:</i>	0%	1 %	100%	-NA No MELs	97
<i>Current EL students:</i>	0%	0%	100%	100%	96

Monitored EL students:	-No MELs	-No MELs	-No MELs	-No MELs	- No MELs
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	Proportion of students completing AP/IB courses. (district to pull this data)	Proportion of students completing college credits. (district to pull this data)	Proportion of students earning a Seal of Biliteracy/Multiliteracy (provided in data packet)	Proportion of students completing CTE courses (district to pull this data)
Never EL students:	3 %	4.32%	0	97 %
Former EL students:	0 %	1 %	0	97 %
Current EL students:	0%	0%	0	96 %

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

The District's plan is posted online:

<https://resources.finalsite.net/images/v1762966137/philomathk12orus/kvvidoioifunuoyjeuwt/TAGPlanPSD2025-26docx.pdf>

The Philomath School District (PSD) TAG program identifies students who are intellectually gifted and/or academically talented through a multi-step process that includes notification and participation from families or legal guardians, the school counselor, the teacher, the building TAG coordinator, and the school administrator. The process of identification includes the use of evidence-based practices to determine whether a student demonstrates a pattern of exceptional performance and/or achievement relevant to the identification of TAG students. Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student's identification team to make a determination of the student's eligibility for TAG services, supports, and/or programs; with no single test or piece of evidence eliminating a student from eligibility. Any person with knowledge of the student's abilities may recommend the student to be screened for TAG identification. Recommendations for TAG screening are accepted throughout the school year.

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

Dual identified ELs/MLs for special education will participate in both ELL and special education programs. The ELD teacher/coordinator will participate in all meetings related to the students' educational programs. The ELD teacher will liaise with all core teachers of the dual-identified EL/ML student and, at the MS and HS levels, inform all teachers each semester or quarter of the

presence of those students in their classes and be available to answer questions or provide additional teaching strategies and insights as needed. The IEP team shall consider the child's language needs and how the child's level of English proficiency affects the special education and related services the child requires. It is important that ELL/MLL staff knowledgeable of second language acquisition be involved in developing the IEP for limited English proficiency (LEP) children with a disability.

All ELL/MLL students will be evaluated with the English Language Proficiency Assessment (ELPA) once a year, with accommodations or exemptions as determined by the IEP team, which must include the ELD teacher/coordinator and the IEP case manager.

3. Describe the district's pre-referral SPED process for EL students, including:

- Assessment considerations
- Parent/guardian interviews
- Student educational history
- MTSS/RTI process
- Etc...

Our district is mindful of the limitations of standardized assessments for English learners and dual language students. To help ensure appropriate assessment practices, our ELD teacher plays an active role in consulting on and advising the selection and implementation of district wide assessments. Whenever possible, assessments are chosen with attention to linguistic equity and cultural responsiveness. For students whose primary language is Spanish, certain district wide assessments may be delivered in Spanish, depending on the student's language proficiency and instructional context. In addition, our use of universal screeners—such as iReady Diagnostics in reading and math—occurs three times a year for all students, with data reviewed collaboratively by teachers and specialists to account for language development needs. The district also implements Spanish benchmark assessments and follows clear procedures outlined in our Culturally and Linguistically Diverse (CLD) evaluation manual to guide decisions about appropriate assessment tools during the special education referral and evaluation process. These steps help ensure that data used for decision-making reflects students' true abilities and needs, and not simply their level of English language proficiency. Furthermore, through the Emerging Bilingual Advisory Committee (EBAC), which meets monthly with families across school sites, staff continue to engage in conversations about appropriate supports and equitable practices. These collaborative efforts support our goal of making assessments meaningful, valid, and responsive to the needs of all learners.

We utilize a combination of RTIi, ELPA, and Spanish benchmark assessments to gather comprehensive data on student performance. These tools, along with the implementation of our Culturally and Linguistically Diverse (CLD) procedure manual and evaluation guidelines when referred for special education evaluation, help ensure that we are accurately identifying whether a student's challenges are due to typical language development or a potential disability. By examining multiple data points over time and in both English and the student's native language, we are better equipped to make informed decisions that account for cultural and linguistic differences rather than misidentifying language acquisition as a disability.

Culturally responsive assessment tools are not limited in use; in fact, they are a critical part of the evaluation process for students who are culturally and linguistically diverse (CLD). When a CLD student is referred for a special education evaluation, our team follows the *Guidelines for Evaluation of English Learners for Special Education Eligibility* outlined in the April 2020 Procedural Manual developed by Linn Benton Lincoln ESD. These guidelines emphasize the use of assessment tools and practices that consider the student's cultural background, language development, and educational experiences to ensure a fair and accurate evaluation. The goal is to differentiate between language acquisition and a potential disability, avoiding misidentification and ensuring appropriate support.

In conclusion, before referring a CLD student for evaluation, the School Support Team (SST) must:

- **Review student records**
- **Implement culturally and linguistically appropriate interventions**
- **Collect progress monitoring data**
- **Compare student progress to culturally and linguistically similar peers**

After reviewing this information, the SST and a Special Education representative will develop a [hypothesis statement](#) regarding suspected disability.

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

EL students, along with all other students, meet with guidance counselors once a year and participate in additional informational meetings about IB/AP/Dual enrollment course offerings. The ELD coordinator/teacher monitors EL student progress in core classwork and works with high school staff & guidance counselors to discuss possible IB/AP/Dual enrollment courses with the student, teachers, staff, and the family. When required, a translator assists. The ELD

teacher/coordinator advocates for and supports the student in enrolling in IB/AP classes and coordinates with staff to ensure equitable access for EL students.

5. Describe the district's process for access to CTE courses as related to EL students.

EL students, along with all other students, meet with guidance counselors once a year and participate in additional informational meetings about CTE course offerings. The ELD coordinator/teacher monitors EL student progress in core classwork and works with high school staff & guidance counselors to discuss possible CTE classes with the student, teachers, staff, and the family. When required, a translator assists. The ELD teacher/coordinator advocates for and supports the student in enrolling in IB/AP classes and works with staff to ensure equitable access for EL students. The graduation requirements list CTE class courses and can be translated into multiple languages on the District website.

<https://www.philomathsd.net/philomath-hs-home/academics/graduation-requirements>

6. Describe the district's process for ensuring that middle and high school EL students receive meaningful access to courses needed to graduate on time. Include the practices specific to ensuring that recently arrived students receive course credit for prior educational experiences along with the district's implementation of Access to Linguistic Inclusion, HB2056.

All students, not just ELs, meet with an advisory counselor to go over graduation requirements each year. These requirements are on the school website and can be translated with the built-in website translator into many languages.

<https://www.philomathsd.net/philomath-hs-home/academics/graduation-requirements>

Students can challenge classes with online tests and receive credit, and can use their first language to show proficiency in courses. For overseas transcripts, the guidance counselors, registrar, and ELD coordinator will review students' records to award appropriate class credit for work completed in other languages and countries, as per Access to Linguistic Inclusion (HB2056).

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

The ELD teacher/coordinator collaborates closely with guidance counselors, advisory staff, students, and parents to ensure that English Language Learners (ELLs)/Multilingual Learners (MLLs) receive equitable access to a wide range of extracurricular activities and enrichment opportunities. Furthermore, during the scheduled Bilingual Family night meetings, the ELD staff provides detailed instruction in Spanish and other languages as needed, on essential processes, such as navigating the ParentVue platform and completing the required online parent permission forms for participation in athletic programs and educational field trips. Additionally, the designated Spanish translator and liaison operates a dedicated Spanish Help Line to provide ongoing daily support and communication. The ELD teacher/coordinator conducts home visits and schedules meetings with families and staff as needed to ensure essential information related to equitable access is available. The ELD teacher/coordinator is also an active member of the District's Equity Committee.

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

The English Language Proficiency Assessment Screener and the summative ELPA are utilized to determine English Language proficiency levels. Following the ELPA screener results, a meeting is convened with the student(s), parent/guardian(s), staff, and translator to collaboratively develop a student-specific ELD program plan tailored to the student's cultural and academic needs. This is an ongoing adaptive process using student care teams. A range of assessments and instruction is employed, including push-in, integrated and pull-out ELD and as much as possible both L1 and L2 languages are used.

Newcomers and students with limited or interrupted formal education at the K5 level are placed with an ESOL endorsed class room teacher, and the ELD program provides instruction with push-in, integrated and pull-out English Language Instructional time and is supported with a bilingual aid besides the ELD teacher. 6-7th grade have a dedicated ELD class as well as push-in help with a bilingual aid and RTI supports. 9th to 12 grade are supported with a dedicated 70 minute ELD class, and other opportunities in their first language to earn class credits. The ELD teacher/coordinator will touch base with the students' classroom teachers to monitor needs throughout each quarter/trimester and support teachers needs.

At all grade levels, the English Language Development (ELD) teacher/coordinator will collaborate closely with District staff to facilitate the students' transition into the American school system. Translators will be utilized as needed to ensure clear communication with families. Periodic meetings involving staff, families, and a translator are scheduled to monitor the family's and student's needs and progress. Weekly newsletters and teacher letters are translated and distributed to homes. The ELD teacher will inform staff of culturally specific needs. Home visits may be conducted by the ELD teacher when necessary, and new families are

encouraged to attend parent engagement meetings and other school functions. Chromebooks equipped with multi-language keyboards are also available for checkout by all English Language Learner/Multilingual Learner (ELL/MLL) students to assist with the transition from K to 12th grade.

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

The district intends to allocate funds for the STAMP 4S language proficiency assessment (or an equivalent test) for bilingual/multilingual students. This initiative aims to enable these students to demonstrate proficiency in their native language and, subsequently, earn the Seal of Biliteracy/Multiliteracy.

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

Philomath School District recognizes that despite its comprehensive EL Program Model, certain policies and practices, particularly those stemming from resource limitations inherent to a small district, may present barriers to English Learner (EL) students' language development, content learning, and socio-emotional well-being.

Language Development and Content Learning Barriers

- **Limited Designated ELD Time/Instructional Model:** While the push-in and integrated ELD model maximizes access to core content, the reliance on push-in instruction, especially for Intermediate and Long-Term ELs, may dilute the intensity and consistency of explicit, designated ELD instruction.
 - *Impact:* Students at lower proficiency levels may require more dedicated, uninterrupted ELD time than current models allow to accelerate language acquisition in all four domains (listening, speaking, reading, writing). LTELs may not receive sufficient intensive language intervention to close academic language gaps.
- **Staff Diversity Disparity:** The district staff does not yet fully mirror the racial, ethnic, and linguistic diversity of the EL student population.
 - *Impact:* This can lead to missed opportunities for deep cultural understanding, implicit bias impacting instructional and disciplinary decisions, and a lack of role models who share similar linguistic and cultural backgrounds, potentially affecting students' sense of belonging and engagement.

- **Reliance on General Education Teacher Capacity for Integrated ELD:** Successful integrated ELD hinges on all core content teachers effectively applying language scaffolding and ELD strategies. While PD is prioritized, the varying ESOL endorsements among Gen Ed staff suggest inconsistent implementation across classrooms.
 - *Impact:* EL students' access to grade-level content may be inconsistent, depending on the individual core teacher's expertise in language acquisition, potentially leading to content gaps and slow progress toward content proficiency.
- **Limited High School Intervention Structure:** The high school's lack of a robust, systematic tiered intervention (MTSS) structure, as noted in the program evaluation, presents a barrier.
 - *Impact:* Exited and current high school ELs who need targeted academic or language intervention may rely on largely individualized, less systematic support, which could delay graduation or prevent them from closing skill gaps necessary for post-secondary success.

Socio-Emotional Development Barriers

- **Limited Career and College Readiness Access Data and SEL:** Current data shows limited enrollment in AP/IB, college credit, and CTE courses for Current and Former ELs (with the exception of one Former EL diploma). While advocacy is described, the quantitative data suggests systemic barriers to participation in accelerated learning and career-connected programs.
 - *Impact:* Lack of participation in these pathways can limit post-secondary options and lower self-efficacy (a core-SEL competency). Zero enrollment may signal issues beyond scheduling, such as lack of cultural familiarity with the programs, inadequate academic preparation (impacting responsible decision-making and self-management), or counselor/teacher bias (affecting social awareness and relationship skills).
- **Risk of Misidentification in SPED Pre-referral:** Despite careful procedures, the risk remains that the MTSS/RTI process, if not perfectly implemented with linguistic equity, could still confuse typical second language acquisition challenges with a learning disability.
 - *Impact:* Misidentification could lead to inappropriate placement, unnecessary labeling, and a reduction in high expectations for academic and language growth.

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

Philomath School District is committed to dismantling systemic barriers and addressing the forms of oppression, marginalization, and harm identified in the program evaluation. The following policies and practices will be prioritized to ensure an equitable and affirming educational environment for all Multilingual Learners:

1. Strengthen Staff Diversity and Cultural Competency:

- **Policy/Practice:** Implement targeted recruitment, hiring, and retention strategies to increase the representation of bilingual, bicultural, and racially diverse staff, particularly those who mirror the EL student population.
- **Dismantling Harm:** Directly addresses the **Staff Diversity Disparity** barrier by providing positive linguistic and cultural role models, fostering a stronger sense of belonging, and increasing the overall cultural and linguistic competence of the workforce.

2. Ensure Equitable Access to Advanced and Career-Connected Programs:

- **Policy/Practice:** Establish a clear, written practice for proactive outreach from counselors and the ELD Coordinator to all Current and Former EL students and their families regarding enrollment in AP/IB, dual enrollment, and CTE courses, starting in middle school. This must include simplified, translated application materials and informational sessions focused on dismantling cultural unfamiliarity with these pathways.
- **Dismantling Harm:** Directly combats the **Limited Career and College Readiness Access Data and SEL** barrier by ensuring systematic and equitable access, promoting self-efficacy, and building responsible decision-making skills through informed choices.

3. Mandate Consistent, High-Quality Integrated ELD Practice (Tier 1/Core Instruction):

- **Policy/Practice:** Require annual, documented professional development on specific, evidence-based language scaffolding strategies for *all* core content teachers of EL students. Implement a non-evaluative observation cycle, led by the ELD Coordinator, to provide constructive feedback on the application of language objectives and scaffolding.
- **Dismantling Harm:** Mitigates the **Reliance on General Education Teacher Capacity for Integrated ELD** barrier by standardizing the quality of language support within Tier 1, ensuring consistent access to grade-level content, and accelerating content and language proficiency.

4. Refine and Strengthen the High School Intervention System:

- **Policy/Practice:** Formalize the high school MTSS/RTI structure with dedicated, protected time for core content, special education, and ELD staff to conduct data review, collaboratively plan tiered interventions, and monitor progress for all students, with a special focus on LTELs and monitored students.
- **Dismantling Harm:** Addresses the **Limited High School Intervention Structure** barrier by moving from individualized, ad-hoc support to a systematic, cohesive, and effective tiered intervention model, which is crucial for closing achievement gaps and improving graduation rates for older multilingual learners.

5. Formalize Linguistically Equitable Assessment and Referral Procedures:

- **Policy/Practice:** Embed mandatory consultation with the ELD Coordinator into the initial stages of the pre-referral MTSS/RTI process for *every* EL or former EL student experiencing academic difficulty, specifically to rule out second language acquisition factors before a special education referral is made. This practice must align with the CLD evaluation manual and be documented.
- **Dismantling Harm:** Minimizes the **Risk of Misidentification in SPED Pre-referral** barrier by creating a required checkpoint in the decision-making process to differentiate between language development and learning disabilities, thereby preventing inappropriate placement and unnecessary labeling.

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

Philomath School District has encountered several key obstacles that prevent the full implementation of successful policies and practices for our multilingual learners. These challenges are primarily due to the resource limitations inherent in a small, rural district.

OBSTACLES ENCOUNTERED

Obstacle	Description	Impact on Implementation
Limited Staffing Capacity for Districtwide ELD/MTSS	Reliance on a single full-time ELD Coordinator/Teacher and one instructional assistant across all grade levels (K-12). This limits the	Prevents consistent, intensive designated ELD for all students who need it. Makes high-frequency co-planning (a

Obstacle	Description	Impact on Implementation
	amount of dedicated, protected time for both designated ELD instruction (especially for LTELs and newcomers) and co-planning/consultation with the high volume of core content teachers.	critical support for integrated ELD) difficult to schedule and maintain, leading to inconsistent Tier 1 supports.
Challenge in Recruiting Linguistically Diverse Staff	Difficulty in competing with larger, urban districts to recruit and retain bilingual and bicultural candidates, contributing to the Staff Diversity Disparity barrier.	Hampers efforts to create a workforce that mirrors the student body, reducing the sense of belonging for EL students and placing a disproportionate burden on the existing bilingual staff.

RESOURCES NEEDED TO OVERCOME BARRIERS

Resource Needed	Purpose/Impact	Available to District?
Increased Professional Development Funding	Funds to provide stipends/substitute coverage for mandatory, sustained PD on integrated ELD and Culturally Responsive Instruction for all core content teachers throughout the school year.	Partially. The district utilizes existing Title III funds for some PD, but needs more consistent, dedicated funding to mandate and sustain deep learning for <i>all</i> staff.
Enhanced Recruitment and Retention Budget	Funds for hiring incentives, retention bonuses, and/or tuition assistance for staff pursuing ESOL endorsement or advanced degrees in bilingual education.	No. Current HR budget does not support targeted incentives for bilingual/bicultural staff.

Resources for Equitable Program Access

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

SECTION 6. FAMILY ENGAGEMENT AND COMMUNICATION

Legal Requirements and Guidance for Family Engagement and Communication

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

District Plan for Family Engagement and Communication

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

The District holds monthly **Emergent Bilingual Advisory Committee (EBAC)** meetings, rotating across the four main campuses. An administrator from the hosting building attends each meeting. Topics and priorities are guided by our ML/EL families to ensure discussions reflect their needs and interests.

Each session includes the ELD teacher, bilingual aide, and Spanish translator/liaison, with family engagement activities provided for both adults and children.

The District also maintains a Spanish Help Line and employs a Spanish translator who serves as a liaison for parents with limited English proficiency, providing both linguistic and cultural support. While most of our multilingual families are Spanish-speaking, the District also provides interpreters for other languages as needed.

Our Spanish-speaking family liaison participates in key family meetings related to student success, including **IEP meetings and parent-teacher conferences**.

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

The District distributes multilingual surveys to students and parents to gather input on family engagement, student experiences, and program effectiveness. We also host two **family engagement dinners** each year where families are invited to complete surveys and share ideas informally.

Community resource representatives are present at these meetings to connect families with **clothing, food, and other supports**.

The District is currently seeking a **Budget Committee member** to join the **District Equity Committee**, ensuring equitable funding allocations for historically underrepresented and marginalized groups.

Additional engagement opportunities include:

- **Morning ELD Clubs** at the elementary level to build community and academic language.
 - **ESOL-endorsed teachers** providing language support in classrooms with ML/EL students.
 - **Teacher advocacy** for student participation in extracurricular activities, including direct communication with families to help students sign up for after-school clubs and events.
3. Describe how the district provides parents/guardians with access to their student's academic progress and educational information in their home language. What training does the district provide to students' parents/guardians school to family communication platforms such as ParentVUE, Parent Square, Remind, Canvas?

The ELD teacher provides parents with state and local progress updates in their home language, including ELPA results, state testing data, and building-level RTI information. These reports are shared twice per year—in the fall and spring—and sent in both English and the family’s home language.

The ELD teacher attends parent–teacher conferences, IEP, and 504 meetings, arranging interpretation services when needed. Monthly check-ins with classroom teachers help identify concerns early; when necessary, the ELD teacher and translator follow up with families by phone or in person.

At our Fall EBAC meeting, the Spanish translator and ELD teacher provide a ParentVUE training and Q&A session, guiding families through how to check grades and access school updates. The ELD teacher also provides instruction for grades 6–12 students on how to use Canvas, Google Classroom, and other communication tools to promote independence and engagement.

Recognizing that students often support their families linguistically, the District provides translated educational information to both parents and students.

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

The District provides robust in-house translation and interpretation services.

- The Spanish translator/liaison manages most translation needs, including written communication, newsletters, and interpretation during meetings.
- The ELD teacher is fluent in Indonesian and Japanese and has conversational proficiency in Aramaic.
- The bilingual ELD aide is a native French speaker and fluent in English, Chinese, Russian, Spanish, and several other European languages.

Spanish translations are provided for all key documents, and families can access the Spanish Help Line for additional support.

When translation in other languages is needed, the District collaborates directly with families to identify culturally and linguistically appropriate solutions. Student Chromebooks include dual-language logins (e.g., Arabic/English or Spanish/English), and our District website offers translation in multiple languages.

When specialized or uncommon translation services are required, the District will utilize call-in translation services to ensure timely and accurate communication.

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

Upon enrollment, school registrars notify the ELD teacher of new students with language needs.

- The Spanish translator/liaison and ELD teacher then contacts families to offer support and explain available services.
- For non-Spanish-speaking families, the ELD teacher works with the family to determine the most effective translation or interpretation method.
- Information about these services is shared during in-person registration and EBAC meetings throughout the year.

The District is also exploring additional call-in interpreter services to expand access for all families.

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

Our Spanish translator participates in ongoing interpreter training through the LBL ESD, which includes specialized instruction in educational and special education terminology.

For formal documentation and official meetings (e.g., IEP or 504 translations), the District utilizes ESD-certified interpreters to ensure accuracy and compliance with educational terminology standards.

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

The District website includes built-in translation features, ensuring all community members can access important documents. The ML/EL Plan will be posted online and available in multiple languages upon request.

Each year, the EL State Report is reviewed publicly at the first board meeting of the year, along with updates on district programs, services, and student outcomes.

Additionally, the District Equity Committee reviews programs and data to ensure transparency and to monitor equitable access to educational opportunities for all students.

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

While the District's largest multilingual population is Spanish-speaking, all ML/EL families are included in EBAC meetings and events. Surveys and feedback opportunities ensure all voices are heard.

The ELD teacher and Spanish translator collaborate with community groups within the district and with neighboring districts to share resources and support families from diverse cultural and linguistic backgrounds.

The ELD teacher participates in Title III Consortium meetings at Lane ESD, promoting collaboration and continuous improvement. The SPED Director, Superintendent, and Equity Team also coordinate with the ELD program to ensure culturally responsive engagement across all departments.

The District prioritizes culturally sustaining practices, honoring the cultural, linguistic, and religious identities of our multilingual families.

We also partner with neighboring districts to expand opportunities for students and families—for example, collaborating with larger districts to ensure access to Black Family Dinners, César Chávez Conferences, and African American Youth Leadership events, fostering inclusion and community connection across shared regional programs.

Resources for Family Engagement and Communication

- [ODE Community Engagement Toolkit](#)
- [OELA \(Office of English Language Acquisition\) Family Toolkit](#)
- Regional Education Laboratory [Toolkit of Resources for Engaging Families and the Community as Partners in Education. Part 1: Building an Understanding of Family and Community Engagement](#)

- MTSS4ELS Fostering [Collaborative Partnerships With Families of English Learners Within a Multitiered System of Supports](#)

SECTION 7. PROGRAM EVALUATION

Legal Requirements and Guidance for Program Evaluation

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

District Plan

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

The district evaluates the effectiveness of services for Multilingual English learners through a combination of language proficiency data, academic achievement measures, and long-term student outcomes. Evaluation is grounded in expected timelines for English language development while recognizing that individual student needs and entry points vary.

For students who enter the district as English Learners in kindergarten or first grade, the goal is for students to demonstrate English language proficiency prior to exiting elementary school. For students with identified disabilities, the goal is for students to exit EL services or demonstrate proficiency by middle school, acknowledging that progress may follow an individualized trajectory.

Overall, the district aims for students to exit EL services within three to five years. For newcomer students entering at the secondary level, this timeline may not be feasible; in those cases, effectiveness is measured by students' ability to access grade-level content with appropriate language supports, make progress in English language development, and graduate successfully.

The district uses the ELPA Summative assessment as the primary tool for determining English language proficiency and eligibility for exit from EL services. Additional formative and interim measures include districtwide assessments such as STAR and i-Ready, which are used to monitor academic growth and inform instructional decisions. Program effectiveness is also evaluated through teacher consultation and collaboration, review of academic achievement across content areas, and monitoring of student progress over time. At the high school level, “on-track to graduate” indicators, including credit accumulation and course completion, are used as key measures of program effectiveness.

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

Evaluation of services for multilingual learners is a collaborative process that includes multiple educators and support staff who work closely with students and families. Key participants include the ELD teacher and ELD instructional assistant, who lead the review of English language development data and provide expertise on language acquisition and instructional supports. The family liaison plays an essential role in facilitating communication with families, supporting culturally and linguistically responsive engagement, and helping gather family input related to student progress and program effectiveness.

RTIi staff participate in the evaluation process by reviewing academic and behavioral data, supporting data-based decision-making, and ensuring alignment between ELD services, core instruction, and intervention supports. Core classroom teachers at the elementary level, along with English Language Arts, Mathematic and Science teachers at the secondary level, contribute classroom-based data, formative assessment results, and observations of student performance across content areas. School counselors and relevant specialists also participate by providing insight into students’ academic progress, social-emotional needs, course placement, credit attainment, and graduation planning.

Multilingual students and their families are engaged in the evaluation process through ongoing communication, meetings, and consultation. Family perspectives and student input are considered when reviewing progress data, interpreting assessment results, and making decisions about instructional supports and services. This collaborative approach ensures that multiple perspectives inform the evaluation of ELD programming and that services remain responsive to students’ linguistic, academic, and social-emotional needs.

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

Program evaluation has identified two primary areas of priority. First, there is a need to ensure that all staff have a shared, foundational understanding of ELD standards and guiding principles for second language acquisition. To address this, the district is prioritizing professional learning opportunities focused on ELD standards, effective language development practices, and strategies to support multilingual learners within core instruction.

Second, while the district has a strong intervention framework in place at the elementary and middle school levels, program evaluation has highlighted the need for a more robust, systematic intervention structure at the high school level. Currently, supports at the high school are largely individualized. The district is working to strengthen a more cohesive, tiered intervention system that supports groups of students while maintaining individualized services as needed. This includes improving alignment and collaboration among RTIi, special education, ELD staff, and school leadership to ensure coordinated and effective supports for multilingual learners.

Resources for Program Evaluation

- [Oregon Accelerated Learning Dashboard](#)
- [Education Northwest District EL Program Rubric](#)
- See OELA [EL Toolkit, Chapter 9](#) for guidance on evaluating the effectiveness of a district's EL program
- [Regional Educational Laboratory \(REL\) Program Evaluation Toolkit](#)
- IES (Institute of Education Sciences) What Works, "[Using Student Achievement Data to Support Instructional Decision Making](#)"
- [Office for Civil Rights Program Evaluation](#)

RESOURCES/REFERENCES

Guidance for all sections

- [Dear Colleague Letter – January 2015](#) – this document includes several chapters addressing requirements for supporting English Learners.
- Title III – Non-Regulatory Guidance ([2016](#) & [2019](#)) – these documents address the federal requirements under ESSA. This guidance is separated by topic.
- [ESSA](#) Title I and Title III – this is the link to the Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act (ESSA)

- [OELA \(Office of English Language Acquisition\) Toolkit](#). This toolkit provides support for each chapter included in the Dear Colleague Letter.
- [Office for Civil Rights – Parent Language Rights](#) This document provides information on the documents a parent has the right to receive in languages they can understand. This document aligns with the Dear Colleague Letter.
- [Oregon Multilingual Learner Strategic Plan](#) .