



NORTH BEND SCHOOL DISTRICT

ML/EL DISTRICT PLAN

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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.	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.	X	

Ethnic diversity of the students and number of staff with similar ethnic diversity. Bilingual abilities of the staff. The district has addressed any identified needs.		
The district annually reviews its instructional materials for the ML/EL instructional program to determine: Instructional materials support ethnic diversity of enrolled students. Multicultural instructional materials are available for all content areas. Instructional materials are supportive of multilingual diverse cultures and communities. The district has addressed any identified needs.	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.

The Language Use Survey (LUS) is embedded in the district's Online Student Registration system. Completion of the LUS is required for every new student at the time of registration and is available through the registration process in their home language. Bilingual staff are also available to assist families who speak languages other than English, or face challenges with technology.

Secretarial staff in buildings review each Language Use Survey and Language Use Surveys are saved to each student's file. The English Learner (EL) Department staff is notified if a student survey indicates a language other than English.

English Language Development (ELD) teachers review the LUS to determine whether a student requires screening for English language support and contacts parents if additional information is needed. If screening is warranted, the ELD teacher notifies the parent, and administers the screening within the first ten days of the student's attendance.

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: _____
4. Identify how the Oregon Language Use Survey (LUS) is administered.
- ☐ Paper survey (including a form downloaded from district website)
 - ☒ Online survey via computer, tablet, or another electronic device
 - ☐ Verbal survey administration for all families
 - ☒ Verbal survey administration for select families (for example, low literacy, non-English speaking, disability) or if requested
 - ☐ Other (specify) _____
5. Describe the district's process for reviewing the Oregon Language Use Survey (LUS) information and ensuring that all students are screened in accordance with the federal time requirements within 30 days of enrollment.

Copies of completed Language Use Surveys are provided to the ELD teachers for any student whose survey indicates a language other than English. ELD teachers review the LUS to determine whether a student requires screening for English language support and contacts parents if additional information is needed. If screening is warranted, the teacher (with paraprofessional support) describes the program, the screening process and administers the screener within the first ten days of the student's attendance.

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

The district has a State Reporting Specialist at their district office that manages all ELD records in the SIS. The Screener is given in the OSAS portal. The ELD teacher reports results of the Screener to the district office State Reporting Specialist. They enter/code all records for Screener results and report to ODE. ELD teachers communicate as needed with the State Reporting Specialist regarding the status of new/returning/withdrawals of EL students.

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]

The district trains staff twice a year, once at the start of the school year (Screener) and again in February (Screener, ELPA summative and Smarter Balanced Assessments) using the ODE training manuals and modules. The purpose of the Screener is explained at this time as well.

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.

No schools have 15 or more students enrolled in any one grade level.

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 enrolling students with identified or suspected disabilities, the district ensures equal access to all students. If a student's disability prevents them from participating in the ELPA Screener, the district follows the following protocol. If the student is impacted

by disability (or suspected disability) and the ELD teacher suspects that the student is unable to access the ELPA Screener, the ELD teacher consults with the SpEd team to determine what, if any, accessibility supports are available and appropriate. If it's determined that accessibility supports available for the ELPA Screener are not sufficient, the ELD teacher then consults with the English Learners & Federal programs Administrator, who in turn consults with the ODE team as needed. If it's determined that accessibility supports available for the ELPA Screener are not sufficient for participation in the screener, the student is identified as a Potential EL (EL data code 2 - J).

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). The district may find it helpful to review the unsuppressed outcome data as well as any local outcome data to establish the goals below. It is acceptable to type in N/A if the district does not have students enrolled in this category

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 Fall of 2029, our district will increase the percentage of elementary Multilingual Learners On Track to English Language Proficiency, as measured by ELPA Summative scores, from 72.5% to 80%.	The number of EL/ML students in grades 3-5 that score a "Meets" on Oregon State ELA assessments will increase from 41.7% to 50 % by Fall 2029, as measured by OSAS ELA Assessments. The number of EL/ML students in grades 3-5 that score a "Meets" on Oregon State Math assessments will increase from 50% to 58% by Fall 2029, as measured by OSAS Math Assessments.

Middle 6-8 (required all districts)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)
By Fall of 2029, our district will increase the percentage of middle school Multilingual Learners On Track to English Language Proficiency, as measured by ELPA Summative scores, from 38.9% to 50%	The number of EL/ML students in grades 6-8 that score a “Meets” on Oregon State ELA assessments will increase from 20% to 30% by Fall 2029, as measured by OSAS ELA Assessments. The number of EL/ML students in grades 6-8 that score a “Meets” on Oregon State Math assessments will increase from 24% to 33.3% by Fall 2029, as measured by OSAS Math Assessments.

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

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)	Graduation Goal
By Fall of 2029, our district will increase the percentage of high school Multilingual Learners On Track to English Language Proficiency, as measured by ELPA Summative scores, from 30.2% to 50%	The number of EL/ML students that score a “Meets” on Oregon State ELA assessments will increase from 28.6% to 33.3% by Fall 2029, as measured by OSAS ELA Assessments. The number of EL/ML students that score a “Meets” on Oregon State Math assessments will increase from 21.4% to 33.3% by Fall 2029, as measured by OSAS Math Assessments.	By June of 2029, our district will increase the percentage of EL 4 year graduates from 41.7% to 66.3%.

Newcomer 6-8 (if applicable)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)
NA	NA

Newcomer 9-12 (if applicable)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)	Graduation Goal
NA	NA	NA

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

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)	Graduation Goal
By Fall of 2029, our district will increase the percentage of On Track to English Language Proficiency for students with IEPs, as measured by ELPA Summative scores, from 18.2% to 33%.	By Fall of 2029, EL students with IEPs will meet one or more of the following targets: • Meet the majority of their annual IEP goals • Meet or exceed their growth goal in ELA and/or Math as measured by a district assessment • Increase Math or Reading OSAS percentile scores by 4% or more	EL students with an IEP will graduate with a Diploma or equivalency as outlined in the student's IEP

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

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

District Data Profile and Longitudinal Data Profile

EL Outcomes Program Indicators

Elementary Indicators	Secondary Indicators
On Track to ELP: Limited Progress Regular Attendance: Notable Progress Exclusionary Discipline: Notable Progress ELA Achievement: Notable Progress Math Achievement: Notable Progress	On Track to ELP - Some Progress Regular Attendance - Some Progress Exclusionary Discipline - Notable Progress 9th Grade On Track - Some Progress 5 year graduation rate - Limited Progress Post-secondary Enrollment - Some Progress

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

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

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

Program Model	School(s) (indicate whether the school is elementary, middle, or high)
Dual Language Program (Two-way or one-way): Dual language programs provide instruction in English and another language for at least 50% or more of the instructional time. Programs begin in kindergarten and continue through middle or high school to fully develop bilingual and biliterate proficiency.	NA

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.	NA
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.	Hillcrest Elementary North Bay Elementary North Bend Middle School North Bend High School Evergreen Virtual
Newcomer Program: The Newcomer Program provides specialized instruction to beginning level multilingual/English learners who have newly immigrated to the United States and may have limited or interrupted formal education or low literacy in their primary language. Typical program length ranges from one semester to one year for most students.	NA

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.

	Beginning Level	Intermediate Level	Long-Term English Learners (LTELs)

	(0-2 years in program)	(2-5 years in program)	(5+ years in program)
ELD Instruction Service Model(s):	Designated ELD Pull-Out Pull-Out takes place in the ELD classroom and service is provided by the ELD teacher and supported with an ELD educational assistant. Scheduling is done so that pull out does not conflict with core ELA/math instruction. Students are grouped by both grade level and language level based on ELPA scores and in program assessments. Additional support is provided in the general education classroom with an ELD Instructional Assistant during core curriculum. As of Spring 2024, all elementary teachers were SIOP	Designated ELD Pull-Out Pull-Out takes place in the ELD classroom and service is provided by the ELD teacher and supported with an ELD educational assistant. Scheduling is done so that pull out does not conflict with core ELA/math instruction. Students are grouped by both grade level and language level based on ELPA scores and in program assessments. Depending on the level of skill/proficiency of the student, support may also be provided in the general education classroom with an ELD Instructional Assistant during core curriculum.	Designated ELD Pull-Out Pull-Out takes place in the ELD classroom and service is provided by the ELD teacher and supported with an ELD educational assistant. Scheduling is done so that pull out does not conflict with core ELA/math instruction. Students are grouped by both grade level and language level based on ELPA scores and in program assessments. Depending on the level of skill/proficiency of the student, support may also be provided in the general education classroom with an ELD Instructional Assistant during core curriculum.

	trained or hold ESOL endorsement.	As of Spring 2024, all elementary teachers were SIOP trained or hold ESOL endorsement.	As of Spring 2024, all elementary teachers were SIOP trained or hold ESOL endorsement.
Core ELD Instructional Materials	<i>Reach (National Geographic / Cengage)</i> <i>UFLI Foundations</i>	<i>Reach (National Geographic / Cengage)</i>	<i>Reach (National Geographic / Cengage)</i>
Supplemental ELD Instructional Materials	<i>EL Achieve</i>	<i>EL Achieve</i>	<i>EL Achieve</i>

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)	Designated ELD Class Period ELD services are provided as an elective class during the school day. The focus of their instruction is vocabulary development specific to core content, improving literacy and study skills in addition to	Designated ELD Class Period ELD services are provided as an elective class during the school day. The focus of their instruction is vocabulary development specific to core content, improving literacy and study skills in addition to	Designated ELD Class Period ELD services are provided as an elective class during the school day. The focus of their instruction is vocabulary development specific to core content, improving literacy and study skills in addition to

	areas identified as weaknesses for individual students through ELPA, SBAC, and classroom and/or parent concerns. There are SIOP trained teachers in all core content areas. The ESOL endorsed teacher monitors student progress in core content classes. Additional support in the content areas is provided by the ELD team through a zero period as needed.	areas identified as weaknesses for individual students through ELPA, SBAC, and classroom and/or parent concerns. There are SIOP trained teachers in all core content areas. The ESOL endorsed teacher monitors student progress in core content classes. Additional support in the content areas is provided by the ELD team through a zero period as needed.	areas identified as weaknesses for individual students through ELPA, SBAC, and classroom and/or parent concerns. There are SIOP trained teachers in all core content areas. The ESOL endorsed teacher monitors student progress in core content classes. Additional support in the content areas is provided by the ELD team through a zero period as needed.
Core ELD Instructional Materials	<i>Welcome Newcomers Library & TERL Phonics</i> (Saddleback Publishing)	<i>Impact</i> (National Geographic / Cengage)	<i>Impact</i> (National Geographic / Cengage)
Supplemental ELD Instructional Materials	<i>EL Achieve</i>	<i>EL Achieve</i>	<i>EL Achieve</i>

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)	Designated ELD Class Period ELD services are provided as an elective class during the school day. The focus of their instruction is vocabulary development specific to core content, improving literacy and study skills in addition to areas identified as weaknesses for individual students through ELPA, SBAC, and classroom and/or parent concerns. There are SIOP trained teachers in all core content areas. The ESOL endorsed teacher monitors student progress in core content classes.	Designated ELD Class Period ELD services are provided as an elective class during the school day. The focus of their instruction is vocabulary development specific to core content, improving literacy and study skills in addition to areas identified as weaknesses for individual students through ELPA, SBAC, and classroom and/or parent concerns. There are SIOP trained teachers in all core content areas. The ESOL endorsed teacher monitors student progress in core content classes. Additional support in the content areas is provided by the ELD team through a	Designated ELD Class Period or Integrated ELD Contingent upon the specific needs of the student. If the student is proficient in 3 domains but has not yet met proficiency in all 4 areas, for example, support is provided through an Integrated ELD model. This is so the student will be able to take full advantage of elective courses to pursue areas of interest. There are SIOP trained teachers in all core content areas. The ESOL endorsed teacher monitors student progress in core content classes. Additional support in the content areas is provided

	Additional support in the content areas is provided by the ELD team through a zero period as needed.	zero period as needed.	by the ELD team through a zero period as needed.
Core ELD Instructional Materials	<i>Welcome Newcomers Library & TERL Phonics (Saddleback Publishing)</i>	<i>Perspectives (National Geographic / Cengage)</i>	<i>Perspectives (National Geographic / Cengage)</i>
Supplemental ELD Instructional Materials	<i>EL Achieve</i>	<i>EL Achieve</i>	<i>EL Achieve</i>

- 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.)

Evergreen Virtual Academy (EVA) EL students receive a range of 135 to 150 minutes of service time per week from the Licensed ESOL Teacher. Service minutes are determined by individual student language development needs considering both ELPA levels and progress in the general education curriculum. The ELD class session occurs outside of the core content class time with additional opportunities for direct support from the ESOL Teacher on an as-needed basis. In response to smaller class sizes and the virtual learning environment, EL students are grouped in a range that considers proficiency level, as well as grade level and other considerations, such as needs reflected in a student IEP or 504 Plan, allowing for targeted instructional support. EVA also prioritizes retaining and recruiting educators who have EL endorsements at all grade levels to provide expertise in Sheltered Instruction.

- 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.

When selecting instructional materials for English Language Development (ELD), the district used the evaluation rubrics provided by the Oregon Department of Education to guide the adoption process. ELD teachers and other stakeholders reviewed materials to ensure they reflected racially, ethnically, culturally, and linguistically affirming practices. Priority was given to resources that help students see themselves as part of a broader global community and that validate students' identities, interests, and lived experiences. Selected materials include inclusive language, images, and visuals that promote equity and present students through a strengths-based lens using positive and affirming portrayals.

Instructional staff intentionally build on students' existing linguistic knowledge by incorporating students' first languages into instruction when appropriate and by affirming the language skills students already possess. English Language Development teachers also participate in after-school events and schoolwide activities, further supporting a school culture that values and celebrates linguistic diversity.

The district recognizes and honors the multilingual assets students bring by providing opportunities for students to earn credit for proficiency in their home language. Students may take the STAMP assessment to earn high school credit in World Language courses. This option allows students to demonstrate their language proficiency, receive credit for their skills, and access more advanced language coursework.

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

The district supports English Learners through the use of research-based literacy interventions aligned with a Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS) framework. Literacy instruction is scaffolded to meet students at their current levels of English language proficiency and to provide targeted support as students develop reading skills. Intervention resources such as Phonics for Reading, UFLI, Hagerty, Rewards Reading, Amira and Early intervention in Reading (EIR) are used to strengthen students' decoding, fluency, and foundational literacy skills across a range of instructional levels.

Instruction is intentionally designed to increase access to grade-level content by integrating language development with literacy instruction. Teachers use strategies such as visual supports, graphic organizers, and structured language routines to support comprehension and promote academic language growth.

Educators participate in ongoing professional learning focused on effective literacy instruction, including culturally responsive practices and language acquisition strategies. English Language Development teachers collaborate regularly with classroom teachers to coordinate instruction and provide individualized support that meets students' academic and linguistic needs.

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

	Number of ELD teachers and their qualifications	Number of ELD Instructional Assistants	Describe other staff who work with ML/EL students (if applicable)
Elementary School(s)	One full time (1-FTE) itinerant ESOL Certified Teacher shared between Elementary, Middle and High School	One 7 hour and one 1.5 hour itinerant ELD Instructional Assistants shared between Elementary, Middle and High School	NA
Middle School(s)	One full time (1-FTE) itinerant ESOL Certified Teacher shared between Elementary, Middle and High School	One 7 hour and one 1.5 hour itinerant ELD Instructional Assistant shared between Elementary, Middle and High School	NA
High School(s)	One full time (1-FTE) itinerant ESOL Certified Teacher shared between Elementary, Middle and High School	One 7 hour and one 1.5 hour itinerant ELD Instructional Assistant shared between Elementary, Middle and High School	NA
Charter School(s)	One ESOL Certified Teacher (1-FTE)	NA	NA
Alternate Program/ School(s)	NA	NA	NA

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?

Currently our largest population of EL/ML learners is the Hispanic/Latino population which represents 15% of our student body. Hispanic/Latino staff represent 4% of district staff. While staff demographics do not mirror the student population, the district is actively working to strengthen representation and build meaningful relationships with families and community members.

We are actively working to decrease staff to student disparity with job postings prioritizing multilingual applicants. Multilingual and multicultural staff are encouraged to apply for job openings at all levels.

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
Teachers have: -30 minutes of prep time daily during the instructional day -60 minutes of planning time at the end of the school day -75 minutes of grade level PLC time or professional development on Fridays -3 professional development days throughout the school year ELD staff are available to meet and collaborate with teachers during any/all of these planning times.	Teachers have: -1 prep period daily during the school day -35-40 minutes of daily planning time at the end of the school day -75 minutes of PLC time or professional development on Fridays -3 professional development days throughout the school year ELD staff are available to meet and collaborate with teachers during any/all of these planning times.

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.

The ELD Teachers, ELD Instructional Assistants, and the English Learners & Federal Programs Administrator, attend the annual COSA Multilingual and English Learner conference which provides the opportunity to collaborate and learn alongside peers. There are multiple Culturally Responsive Instructional Pedagogy sessions in which teachers will be able to incorporate their learning in their daily practices. Additionally, the ELD team will collaborate with classroom teachers and model those instructional strategies.

The district's goal is to have all teachers trained in SIOP or have an ESOL endorsement. Training and updates are provided to staff by the ELD teacher to address specific cultural and linguistic needs of our multilingual students.

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 SIOP Training	K-12 Teachers	Mixed	
2 nd Strategies for Communicating with Multilingual Families	Building Administrators, Office staff, and Transportation staff	Mixed	
3 rd Elementary literacy and content knowledge	K-5 Teacher	Mixed	

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.

A NBSD District Test Coordinator is responsible for annually training all test administrators. Test Administrators are trained following the guidelines outlined in the Oregon Test Administration Manual using materials and slide decks provided by the Oregon Department of Education (ODE). During the training, test administrators review all required ODE materials, including the Test Administrator Manual, the Accessibility Manual, and the appropriate modules. Hard copies of the manuals are distributed to ensure Test Administrators have access to the necessary guidance during testing. The training includes dedicated time for questions and clarification to ensure all procedures and expectations are understood. At the conclusion of the training, Test Administrators sign the Test Assurance form verifying their understanding of testing policies and procedures. These forms are collected and maintained at the district office for documentation.

Accommodations

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

NBSD follows guidelines provided in the yearly release of the Oregon Accessibility Manual to determine the types of accessibility supports available to students.

Prior to testing, teams meet throughout the year to discuss accessibility supports students may need to be successful during testing that are listed in the Oregon Accessibility Manual. If an accommodation is needed, this would be documented in the student's IEP or 504. This information is relayed to the District Test Coordinator and tracked in a spreadsheet and entered into the Test Information Distribution Engine (TIDE). This information is also in Synergy and can be pulled using a report. This tracking sheet is also used by school site testing coordinators in order to ensure all necessary accessibility supports are given to the student during ELPA testing as well as all other state testing.

The nature of a student's disability might exempt the student from responding to a particular domain of ELPA Summative or Alt ELPA (reading, writing, speaking, or listening). Domain exemptions are currently a part of an IEP/504 conversation annually. Students who would need a domain exemption would be identified during this time and the exemption would be documented in their IEP/504. The ESOL teacher/classroom teacher/parent and the remainder of the IEP/504 team would be part of the decision making process. The Test Administration Manual will be consulted as necessary.

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:	DIBELs Reading Assessments STAR Reading Assessments STAR Math Assessments District Common Assessments	Writing assessments using ELD standards aligned rubrics Daily intervention embedded formative assessments
Middle School:	STAR Reading Assessments STAR Math Assessments District Common Assessment	Writing assessments using ELD standards aligned rubrics Daily intervention embedded formative assessments
High School:	STAR Math Assessments District Common Assessment	Writing assessments using ELD standards aligned rubrics Daily intervention embedded formative assessments

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
 - ☐ Other licensed staff Other administrative staff
6. Indicate the frequency of the district's monitoring process for students WHO HOLD CURRENT EL STATUS.

- ☒ During RTI/MTSS regular meetings
- ☐ Monthly
- ☐ Every two months
- ☒ Quarterly
- ☒ During grading periods
- ☐ Once a year
- ☒ Other: Weekly for secondary students

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 monitors English Learners' progress toward language proficiency and mastery of content standards through a comprehensive, ongoing system embedded within our Response to Instruction and intervention (RTII) framework. All English Learners are included in district monitoring procedures to ensure their language development and academic progress is regularly reviewed and supported.

At the elementary level, student data, including screening results, classroom performance, progress monitoring measures and attendance are reviewed approximately every six weeks. These reviews are conducted by collaborative teams that include classroom teachers, specialists, and administrators. At the secondary level, the ELD teacher takes the lead in monitoring progress, which includes the addition of classroom grades and course performance as indicators of student progress.

Content teachers assess student learning using curriculum embedded formative and summative assessments. In addition, districtwide benchmark assessment tools, including DIBELS and STAR are used to monitor academic growth and identify learning trends over time. For students receiving EL support, their intervention data is included in the data review.

State assessment data, including OSAS scaled scores, are also reviewed to evaluate long-term academic progress and ensure students are progressing toward grade-level content standards. This comprehensive system allows teams to identify strengths, address areas of need, and adjust instruction and supports to promote both English 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.

At any time during the monitoring process, upon teacher recommendation, or parent request concerns arise regarding a student's academic performance or language proficiency a team meeting is initiated. This team, including ELD specialists, general education teachers, administrators, and the student's family, reviews current data and determines whether challenges may be related to English language proficiency or other academic or behavioral factors.

If the team concludes that language development is impacting academic progress, additional language proficiency assessments may be administered. Based on the results, the team may recommend reentry into the EL program to provide targeted language support.

Before reinstating the student in the EL instructional program, the district notifies the parent/guardian of the recommendation, provides assessment results, and obtains consent for re entry, ensuring that families are partners in the decision-making process. Progress is closely monitored, and individualized support is provided to facilitate language development and academic success.

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

Students who achieved proficiency on ELPA and were exited from EL services are monitored for 4 years, following state guidelines. It is the responsibility of the ELD teacher to collect monitoring data of each student's progress at a minimum of once each quarter. A monitoring report that documents student progress completed filed in the student's cumulative file. Students that demonstrate the need are monitored more frequently and also receive additional support.

Monitored ELs are included in district monitoring procedures as a part of our RTII system as described in section 3. At the elementary level students screener, in class performance, progress monitoring data and attendance is reviewed approximately every 6 weeks. Team members include classroom teachers, specialists and admin. At the secondary level similar systems are in place and data includes classroom grades. Additionally EL specialists complete an annual review of district screener data, grades and OSAS data as an additional 'check in' for all monitored students and track that in our online Intranet student data system.

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.

As all monitored ELs are included in the RTIi system, their data and school performance is regularly monitored. If a monitored ELs data indicates or an adult has a concern that a student is not making adequate progress, the school team will intervene with established supports. At both elementary and secondary levels this includes interventions on top of core instruction. This may be in a push in, pull out small group setting, an intervention period or outside of school support. Intervention supports/programs are delivered by specialists or highly qualified tutors using evidence

based intervention curricula. If data shows that more intensive intervention is needed the student will be a part of our Multi Tiered Systems of Support (MTSS) process.

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).

Students who have parent waiver status are placed in classrooms with SIOP trained teachers. The ELD teacher communicates regularly with the classroom teacher(s) to ensure that students are performing at grade level. In addition, progress monitoring data and grade reports are tracked on the same interval as monitored students. Regardless of whether students are on waiver status or not, they are eligible for all intervention services including Title I-A services at the elementary schools and ELA skills classes at the secondary level.

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

The students continue to take ELPA and parents are notified of language levels. Until ELPA and/or other local performance data indicate that the student would no longer require ELD services. The ELD teacher sends notification to parents of eligibility for services at the beginning of each school year.

Parents are notified of student progress every nine weeks through progress reports and or direct parent contact. Should interventions or other student support be needed following scheduled monitoring activities, the school's Multi Tiered Systems of Support team will put in place the recommended interventions. The parent will be reminded of the student's opportunity to participate in the ELD program for additional support and an Individual Planning Meeting may be scheduled that includes the parent depending on the level of need and or support indicated.

Resources for Progress Monitoring for Exited Students

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

SECTION 5. EQUITABLE PROGRAM ACCESS, POLICIES, AND PRACTICES

Legal Requirements and Guidance for Equitable Program Access

- Districts must identify, locate, and evaluate English Learners with disabilities in a timely manner and intake [ESSA](#); U.S. Department of Justice & U.S. Department of Education, 2015 [ESSA](#); U.S. Department of Justice & U.S. Department of Education, 2015. Districts must consider the English language proficiency of ELs with disabilities in determining appropriate assessments and evaluation materials.
- [Individuals with Disabilities Education Act \(IDEA\)](#) and [Section 504 of the Rehabilitation Act of 1973 \(Section 504\)](#)
- A student with an IEP or 504 may be exempt from up to three domains of the ELPA and this decision must be made by the student's IEP or 504 team. The team must include staff that understand second language acquisition.
- [ESSA](#); U.S. Department of Justice & U.S. Department of Education, 2015
- [English Language Proficiency Assessment Guidance](#) – this web page includes guidance for the ELPA summative and Alt ELPA assessment.
- Districts offer early college high school, or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.
- [ESSA Title III \(SEC. 3115. \[20 U.S.C. 6825\]\)](#)
- Students designated as English learners have equitable access to grade-level academic courses, accelerated learning, career connected learning opportunities, and enrichment opportunities. [Oregon Multilingual Learners Strategic Plan](#) - Priority 2, Goal 4
- Newcomers and students with limited or interrupted formal education are welcomed and integrated into Oregon schools and provided with the academic and social and emotional learning support they need to succeed. [Oregon Multilingual Learner Strategic Plan](#) - Priority 2, Goal 5.

District Plan

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

Student Group	Proportion of students in Special Education	Proportion of students in TAG
Never EL students:	$515/2654 = 19.4\%$	$40/2654 = 1.5\%$
Former EL students:	$2/49 = 4.1\%$	$2/49 = 4.1\%$
Current EL students:	$14/62 = 22.6\%$	$0/62 = 0\%$
Monitored EL students:	$1/23 = 4.3\%$	$2/23 = 8.7\%$

	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>	<i>n/a</i>	<i>Will be begin collecting in 26/27</i>	<i>192/291 = 70%</i>	<i>11/291 = 4%</i>	<i>Will be begin collecting in 26/27</i>
<i>Former EL students:</i>	<i>n/a</i>	<i>Will be begin collecting in 26/27</i>	<i>11/19 = 58%</i>	<i>3/19 = 16%</i>	<i>Will be begin collecting in 26/27</i>
<i>Current EL students:</i>	<i>n/a</i>	<i>Will be begin collecting in 26/27</i>	<i>1/1 = 100%</i>	<i>None</i>	<i>Will be begin collecting in 26/27</i>
<i>Monitored EL students:</i>	<i>n/a</i>	<i>Will be begin collecting in 26/27</i>	<i>None</i>	<i>None</i>	<i>Will be begin collecting in 26/27</i>

	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)
<i>Never EL students:</i>	<i>n/a</i>	<i>Will be begin collecting in 26/27</i>	<i>24-25 SY = 1</i>	<i>Will be begin collecting in 26/27</i>
<i>Former EL students:</i>	<i>n/a</i>	<i>Will be begin collecting in 26/27</i>	<i>23-24 SY = 4 24-25 SY = 2</i>	<i>Will be begin collecting in 26/27</i>
<i>Current EL students:</i>	<i>n/a</i>	<i>Will be begin collecting in 26/27</i>	<i>23-24 SY = 1</i>	<i>Will be begin collecting in 26/27</i>

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

The district uses a universal screening process to identify students for Talented and Gifted (TAG) services. All students are administered the Cognitive Abilities Test (CogAT) in 2nd grade. The assessment is available in Spanish to support equitable access for multilingual learners. In addition to universal screening, students may be referred for further evaluation at any grade level based on teacher, staff, or family recommendations. The district considers multiple data sources when identifying TAG students, including assessment results, classroom performance, and teacher observations, to ensure that multilingual learners are not overlooked due to language acquisition factors.

This multi-measure approach supports the identification of multilingual learners by allowing students to demonstrate advanced thinking and potential in a variety of ways. Once identified, multilingual students have access to TAG services and enrichment opportunities, with consideration given to their language development needs to ensure equitable access and participation.

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

The district ensures that students who are dually identified as English Learners (ELs) and eligible for Special Education services receive coordinated, comprehensive support through ongoing collaboration between the Multilingual Learner (ML) Department and Special Education staff.

Students with Individualized Education Programs (IEPs) continue to receive both English Language Development (ELD) services and Special Education services based on their identified needs. These services are provided in a complementary manner to address both language acquisition needs and identified disabilities. The district ensures that participation in one program does not replace or limit access to the other.

The ML Coordinator and/or ML staff participate in all IEP meetings. During these meetings, ML staff provide input to help teams distinguish between language acquisition processes and potential learning disabilities. This ensures that evaluation, eligibility, and service decisions are based on an accurate understanding of student needs.

Special Education teachers and case managers are responsible for identifying dually identified students and ensuring that appropriate staff, including ML personnel, are invited to IEP meetings. Collaboration between case managers, ML staff, and classroom teachers supports alignment of instructional strategies, goals, and services.

All accommodations, modifications, and instructional strategies are documented within the student's IEP. These include both language supports and disability-related supports, which are implemented consistently across instructional settings. Testing accommodations are coordinated to align with IEP requirements and English learner supports, and are entered into appropriate assessment systems.

To support consistent implementation, the ML Coordinator meets with Special Education staff throughout the school year to review processes, clarify roles, and strengthen collaboration. Ongoing communication between ML staff, Special Education teachers, and case managers ensures that student progress is monitored and supports are adjusted as needed.

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

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

The district utilizes a structured pre-referral process to ensure that multilingual learners (ELs) are appropriately supported and that language acquisition factors are carefully considered prior to any referral for Special Education evaluation. This process is implemented through Student Support Team (SST) processes at the elementary level and Multi-Tiered Systems of Support (MTSS) at the secondary level.

Parents/guardians are active participants throughout the pre-referral process. The district ensures that interpretation and translation services are provided as needed so families can fully participate in discussions and decision-making. Family input is gathered through interviews and ongoing communication to better understand the student's development, educational experiences, and strengths. This input is considered alongside school-based data to ensure a comprehensive understanding of the student.

The district reviews each student's educational history as part of the pre-referral process. This includes:

- Prior schooling experiences, including schooling outside the United States
- Gaps or interruptions in formal education
- Previous academic records and transcripts, when available

When possible, the district may reach out to previous schools to gather additional information. Cultural and linguistic factors are carefully considered throughout the process. The ML Department provides insight into typical language development patterns and ensures that observed challenges are not attributed to second language acquisition.

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

The district ensures that English Learners have equitable access to advanced coursework, including AP and dual enrollment opportunities. Access is not limited by English proficiency, and students are encouraged to participate in advanced courses based on their academic readiness, interests, and teacher recommendations.

School counselors, ELD staff, and administrators collaborate to support course placement decisions and ensure that English Learners are aware of and encouraged to enroll in advanced academic opportunities. Language supports and instructional scaffolds are provided, as appropriate, to help students successfully engage in rigorous coursework.

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

The district ensures that English Learners have equitable access to Career and Technical Education (CTE) courses and programs. Access is not limited by English proficiency, and students are encouraged to enroll in CTE courses based on their interests, strengths, and career goals.

School counselors, ELD staff, and administrators collaborate to support course selection and ensure that English Learners are aware of available CTE pathways. Language supports, scaffolds, and, when appropriate, bilingual assistance are provided to help students successfully engage in hands-on and technical learning experiences. The district continues to review participation data and practices to promote equitable representation of English Learners in CTE programs and to reduce barriers to access.

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

The district ensures that middle and high school English Learners have meaningful access to courses required for on-time graduation through collaborative planning between counselors, ELD staff, and administrators. Course placement decisions are based on students' academic history, English language proficiency, and graduation requirements, ensuring that students are enrolled in credit-bearing, grade-level courses with appropriate supports.

For recently arrived students, the district reviews prior educational records and transcripts to award credit for previous coursework whenever possible. When transcripts are unavailable or incomplete, staff use available information, including family input and student interviews, to make informed placement decisions that support progress toward graduation.

In alignment with Access to Linguistic Inclusion (HB 2056), the district provides language supports and accommodations within core instruction to ensure that English Learners can access content and demonstrate their knowledge. This includes scaffolding, differentiated instruction, and collaboration between ELD and content-area teachers.

Through these practices, the district works to remove barriers and ensure that English Learners can successfully earn credits and graduate on time.

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

The district reviews scheduling practices to ensure that students participating in EL programming have equitable access to extracurricular activities and enrichment opportunities. ELD staff, counselors, and administrators collaborate to consider how course schedules, including designated ELD classes, may impact students' ability to participate in electives, clubs, and other activities.

When possible, schedules are developed to minimize conflicts between ELD services and enrichment opportunities, allowing students to access a full range of school experiences. Staff also monitor student participation and gather feedback to identify potential barriers related to scheduling.

This ongoing review process supports equitable access and helps ensure that English Learners can participate fully in both academic and extracurricular aspects of the school community.

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

The district provides targeted support for newcomers and students with limited or interrupted formal education (SLIFE) through designated ELD instruction, including direct one on one assistance to newcomers when appropriate. Instruction focuses on accelerated English language development, foundational literacy skills, and orientation to U.S. school systems, while also supporting access to grade-level content.

To evaluate prior schooling experiences, the district reviews available transcripts and educational records from the student's home country. When records are unavailable or

incomplete, staff gather information through family interviews, student interviews, and intake processes, using interpretation services as needed. This process helps determine prior educational experiences, literacy levels, appropriate grade and course placement and the level and intensity of need.

Based on this information, ELD staff, counselors, and administrators collaborate to place students in courses that support both language development and progress toward graduation, while providing appropriate academic and social-emotional supports.

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

At the onset of the 2022-23 academic year, the ELD teacher began to spearhead a pathway for EL/ML students to earn the *Oregon State Seal of Biliteracy*. All students now have an opportunity to demonstrate their skills in a world language by taking the STAMP test to measure their reading, writing, listening, and speaking skills in their chosen language. In 2024, the district adopted a new administrative rule to provide students with qualifying scores up to two years of world language credit in addition to recognition at graduation.

In the spring of 2024, four students were awarded the Seal of Biliteracy at graduation commencement, the first in the region. Three students earned the seal in 2025, and these numbers are projected to be stable for the next several years; one student may even earn the multi-literacy seal in 2027.

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

[The district recognizes that certain policies and practices may create barriers for English Learners in language development, content learning, and socio-emotional growth. One potential barrier is limited dedicated time for collaboration between ELD and core-content teachers, which may impact the consistency of integrated language supports across classrooms.

Scheduling structures, including designated ELD periods, may also limit access to elective courses or enrichment opportunities if not carefully planned. Additionally, varying levels of staff familiarity with effective strategies for supporting multilingual learners may impact students' access to grade-level content.

For some students, particularly newcomers or those with interrupted formal education, gaps in prior schooling and adjustment to a new educational system may present challenges in both academic and socio-emotional development.

The district continues to evaluate these areas and work toward strengthening systems and practices to reduce barriers and improve outcomes for English Learners.
District Response]

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

The district is committed to implementing policies and practices that promote equity and reduce barriers for English Learners. Key practices include the use of culturally and linguistically responsive instructional strategies that affirm students' identities and experiences, as well as an asset-based approach to multilingualism.

The district prioritizes equitable access to grade-level content, advanced coursework, CTE, and enrichment opportunities, ensuring that English proficiency is not a barrier to participation. Ongoing professional development in culturally responsive pedagogy supports staff in creating inclusive and supportive learning environments.

The district also strengthens family engagement and communication systems, including the use of interpretation and translation services, to ensure meaningful participation of multilingual families. Additionally, the district continues efforts to recruit and support a more diverse workforce, including bilingual staff, to better reflect and serve the student population.

Through ongoing reflection, data review, and collaboration, the district works to identify and address systems that may contribute to inequities and to implement practices that promote inclusion and belonging for all students.

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

The district has encountered several challenges in fully implementing effective policies and practices for English Learners. A primary obstacle is limited time for structured collaboration between ELD and core-content staff, which impacts the consistency of integrated language supports. Additionally, staff capacity and varying levels of

experience with multilingual learner strategies can affect implementation across classrooms.

Scheduling constraints can also create challenges in balancing ELD services with access to electives, enrichment opportunities, and intervention supports. For newcomers and students with interrupted formal education, additional time and targeted supports are often needed to address both language development and foundational academic skills.

To address these barriers, the district would benefit from dedicated collaboration time, expanded professional development focused on integrated ELD and culturally responsive practices, and continued access to qualified bilingual staff and interpretation/translation services.

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.

North Bend School District engages multilingual and English learner (ML/EL) families as authentic partners through a combination of culturally relevant family events and ongoing two-way communication. The district provides bilingual family events including field trips and cultural nights. These activities blend academic and cultural learning with relationship building between families and school staff. While these events are planned just for ML/EL families, language interpretation services are also provided so that families can fully engage in all general schoolwide events.

North Bend School District participates and presents in regional Family Cafes' providing culturally relevant academic information as well as the ability to ask and get answers to questions. These events help families to access and participate in educational as well as community programs and provide a safe and comfortable setting to ask and answer questions.

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

ML/EL students are invited to share their perspectives through classroom discussions, student surveys, and advisory groups. Their feedback helps inform instructional practices and program supports.

The district provides opportunities for ML/EL families to participate in surveys, focus groups, and parent meetings. Interpretation services are available so families can fully participate in conversations about programs and resources.

When the district reviews or adopts a new curriculum, ML/EL students and families are included in the review process to ensure that instructional materials reflect diverse language and cultural needs. Input from EL students and families is considered during district needs assessments and program planning, to best support language development and academic achievement.

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?

Families access their child's academic progress and educational information through ParentVUE and ParentSquare, both of which support multiple languages. ParentSquare automatically translates all communications into each family's preferred language and allows for two-way messaging between families and staff.

During ML/EL Family Nights, interpreters and staff provide hands-on support to help families access and use ParentSquare and ParentVUE as well as interpreting report card information. Families can also receive individual help from school secretaries or bilingual staff members at any time.

The district provides training for staff on how to use ParentSquare to ensure messages are correctly translated into families' selected languages. Staff also receive training on how to access Language Line and how to request interpretation and translation services using the district's Google Form process.

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 is committed to providing clear and meaningful communication with all families. To ensure that students and parents/guardians who speak a language other than English have equitable access to information, the district offers translation and interpretation services in the following ways:

In-House Services: Bilingual staff members assist with interpretation during parent-teacher conferences, Individualized Education Program (IEP) meetings, and other school-based meetings. Staff also provide written translation of short communications, such as classroom notices, reminders, and school announcements. Currently, district staff members are able to provide services in Spanish and Chinese.

Outsourced Services: For languages not represented among district staff, or for formal documents and specialized meetings, the district uses translation devices that have been provided by our local ESD. Google Translate is also used for translating any documents into the home language.

Communication Access: Families are informed that interpretation and translation services are available at no cost. Schools proactively ask families their preferred language for communication and ensure that critical information—such as report cards, discipline notices, IEP documents, and registration forms—is provided in that language whenever possible.

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

The district informs families about the availability of free language assistance services during the registration process, through ParentSquare announcements, and on the district website. During registration, families complete the Home Language Survey, and the ELD Department contacts them to confirm language preferences and explain available supports.

Families are reminded throughout the year—during conferences, family events, and through direct communication—that interpretation and translation services are provided at no cost. Bilingual flyers, interpreters, and translated documents reinforce that these services are available for all district communications and events.

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

The district follows the following procedures to ensure that interpreters and translators are prepared to understand and accurately communicate specialized educational terms and concepts.

Bilingual district staff members who provide interpretation or translation receive training and guidance from the ELD teacher and/or special education team to ensure consistent understanding of specialized terms (e.g., IEP, 504, Title programs, assessments). The district also includes interpreters and translators in all regional and state training that will expand their knowledge and better prepare them to provide services.

For complex meetings (such as IEPs or disciplinary hearings), interpreters work closely with district staff to review materials and verify that they fully understand educational context and vocabulary. Through these procedures, the district ensures that interpreters and translators can accurately and effectively communicate specialized educational information to families.

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 ELL Plan and related program information are posted publicly on the district website. Updates about multilingual programs, family events, and student opportunities are shared through ParentSquare, ensuring that messages are automatically translated into each family's preferred language.

The district provides annual reports to the school board on ELL growth and program effectiveness. These presentations include student achievement data and updates on instructional programs. Families also receive regular updates on their student's progress through report cards, conferences, and teacher communications in their home language.

To improve accessibility for families with limited internet access, our Spanish interpreter serves as a primary point of contact for newcomer families. They call or text with families directly, providing consistent communication and connection with the district even when online tools are unavailable.

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

The district ensures that all Multilingual / English Learner (ML/EL) families are meaningfully engaged by tailoring communication and support to meet their diverse linguistic and cultural needs. Materials and events are provided in multiple languages, with interpreters available for meetings. Bilingual staff serve as bridges between families and schools, helping navigate the education system and access resources. Engagement strategies are culturally responsive, flexible, and offered through multiple communication channels, with ongoing feedback from families used to improve outreach and support.

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?

Our district uses multiple metrics to measure the effectiveness of services provided to Multilingual English learners. We monitor ELPA scores and analyze data related to student progress including: attendance, discipline data, Oregon State Assessment (Smarter Balance) results and classroom-based formative and summative assessments. This comprehensive data review allows us to respond to individual student needs while also identifying and addressing trends and concerns ensuring Multilingual English Learners are supported in achieving both language proficiency and academic success.

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

The evaluation of services and EL programming is done with staff, administration and families and through a variety of formats. ELD teachers and administration review and analyze student data throughout the year. ELPA results are typically reviewed in the late spring and early summer when all data is available. Review of all available data allows the ability to target identified areas of concern and coordinate interventions. Student and family voice is collected through surveys and family events and used to help understand and respond to issues not related to test scores.

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

Through our participation in the ELL Outcomes program we recognized that many of our former ELL students still needed support. We developed a systematic program to monitor all EL students' progress. This includes Current, Monitored and Former EL students allowing us to identify and support students who are not progressing as expected. Students that are identified with deficiencies or needs are given the extra support needed to be successful.

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](#).