



Multilingual Learner (ML)

English Learner (EL)

DISTRICT PLAN Harney County School District #3

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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, <u>the 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	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	X
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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	
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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.		
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 professionals with training in second language acquisition or EL instructional services.	X	

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	
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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. Ethnic diversity of the students and number of staff with similar ethnic diversity. Bilingual abilities of the staff.	X	
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The district has addressed any identified needs.	X	
The district annually reviews its instructional materials for the ML/EL instructional program to determine: Instructional materials support ethnic diversity of enrolled students. Multicultural instructional materials are available for all content areas. Instructional materials are supportive of multilingual diverse cultures and communities. The district has addressed any identified needs.	X	
The district annually reviews the ML/EL student population and determined any changes in instructional needs due to: ● Recent arrivers (including refugees, unaccompanied, etc.) ● Long Time ELs ● ELs with IEPs (Individual Educational Plan) ● Increase/decrease in populations ● Language diversity ● Ethnic diversity ● Other identified needs	X	
The district annually reviews the participation of ML/EL parents in school/district decision making groups and the practices used to recruit parents to be involved in these groups. The district has addressed any identified needs.	X	

The district annually compares the percentage of students with ML/EL status having IEPs (Individual Educational Plan) as compared to Never ELs having IEPs (Individual Educational Plan).	X	
The district annually compares the percentage of students with ML/EL status also having TAG (Talented and Gifted) status to Never ELs having TAG (Talented and Gifted) status.	X	
The district annually compares the outcome data of ELs (including monitored ELs) progress on state content assessments (ELA/Math) compared to the data of Never ELs.	X	
The district annually reviews the outcome data (OTELP) of ELs progress 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 schools 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.

Harney County SD3 follows a consistent and compliant process to identify the language backgrounds of all students who enroll in our schools. With registration, every parent or guardian is required to complete the Oregon Language Use Survey (LUS).

Once completed, the LUS is reviewed by the school registrar or designated enrollment staff to determine if a language other than English is indicated. If a language other than English is noted in any section of the LUS, the information is forwarded to the the EL coordinator or trained staff, who then determines whether the student should be screened for English proficiency using the English Language Proficiency Assessment (ELPA) Screener or the Alt-ELPA Screener for students with significant disabilities.

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) Online and paper survey
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.

Upon student enrollment, the district follows a standardized procedure to review Language Use Survey (LUS) information and ensure compliance with federal screening timelines:

Collection of LUS

At registration, families complete the Oregon Language Use Survey. School office staff review the form for completeness and flag any responses indicating the use of a language other than English.

Submission and Initial Review

Completed LUS forms are forwarded to the English Learner (EL) coordinator or designated staff at the school site. The EL coordinator verifies the information and determines if a student requires English language proficiency screening.

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

Screening Process

If screening is required, the EL coordinator schedules and administers the state-approved English language proficiency screener. All screenings are completed within 30 calendar days of the student's initial enrollment in the school year, or within two weeks for students enrolling later in the school year, per federal requirements.

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

The district provides ongoing professional development to ensure that all staff involved in enrollment, assessment, and program placement understand the purpose and use of the Oregon Language Use Survey (LUS) and the English Language Proficiency Assessment (ELPA) Screener.

Initial Training for School-Based Staff

Registrars, secretaries, and enrollment staff are trained annually on the purpose of the LUS, including its role in identifying students who may need to be screened for English language proficiency. Staff learn how to distribute, collect, and review the LUS accurately, as well as how to forward completed surveys to the designated EL coordinator.

Training for EL Coordinators and Screeners

EL specialists and trained staff receive detailed training on administering and scoring the ELPA Screener. Training covers standardized administration procedures, test security, and the importance of completing screenings within federal timelines.

Staff are also trained on how to communicate results to families and document data in the student information system.

Ongoing Professional Development

Refresher training is provided at the beginning of each school year and as needed throughout the year. Updates from the Oregon Department of Education regarding LUS procedures or ELPA Screener requirements are shared with all relevant staff.

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?

This is not currently applicable in our district.

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

The EL coordinator reviews the student's IEP, 504 plan, or available documentation to

determine whether standard screener administration is appropriate.

If it is determined that the student cannot meaningfully participate in the ELPA Screener due to a significant cognitive or physical disability, the district enters the appropriate ODE data collection code “2-J” to indicate inaccessibility. Documentation of this decision, including the rationale and supporting evidence from the IEP team, is maintained in the student’s cumulative file and within Synergy.

The district ensures that all families are informed—verbally and in writing—about the decision and how it impacts identification and instructional planning. The in-house language support staff assists with translation or interpretation as needed to ensure families understand the process. Potential EL is noted on the IEP.

Resources for Identification of English Learners

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

SECTION 2. INSTRUCTIONAL PROGRAMMING AND STAFFING

Legal Requirements and Guidance for High Quality Instructional Programming

School districts must provide EL students with effective Language Instruction Education Programs (LIEPs). [Dear Colleague Letter](#), [OAR 581-023-0100\(4\)](#)[OAR 581-023-0100\(4\)](#)

- LIEPs must ensure EL students access grade-level academic standards or core content area courses [ESSA Title III 3102](#)
- Increase the quality of instruction to meet the diverse strengths and needs of multilingual learners while reflecting and affirming their intersectional identities. [Oregon Multilingual Learner Strategic Plan](#) – Priority area 2, Goal 2
- Students designated as English learners have equitable access to grade-level academic courses, accelerated learning, career connected learning opportunities, and enrichment opportunities. [Oregon Multilingual Learner Strategic Plan](#) – Priority 2, Goal 4.
- Oregon educational entities implement high-quality dual language programs that prioritize students designated as English learners. [Oregon Multilingual Learner Strategic Plan](#) – Priority 4, Goal 1. Section 3: Assessment and Progress Monitoring
- Districts must ensure that it is providing appropriate licensed staff, instructional materials, supplies and materials to support their EL instructional program under the [OAR 581-023-0100 \(4\)](#).
- Districts must address the Title III purposes under [ESSA SEC. 3102.Title III \[20 U.S.C. 6812\]](#) with regard to implementation of the EL instructional program and professional learning.
- Districts must ensure that their instructional program is supported by educators whose licenses and endorsements meet these TSPC OARs. OAR [584-220-0075](#) English to Speakers of Other Languages Endorsement Requirement and OAR [584-210-0160 \(2\) \(a\)](#) Teaching assignments that exceed 10 hours per week in one subject-matter area

without the appropriate subject-matter endorsement. – Endorsement Requirement

- Districts are required under [ESSA SEC. 3116 Title III. \[20 U.S.C. 6826\]](#) to ensure that all educators in any language instruction education program are fluent in English and any other language used in instruction. Fluent refers to both oral and written communication.
- Oregon districts recruit, hire, retain, and advance multilingual educators of color who mirror the intersectional identities of students designated as English learners. [Oregon Multilingual Learner Strategic Plan](#) - Priority 3, Goal 1
- In-service teachers, administrators, and school staff members engage in ongoing, high-quality professional learning to support multilingual learners. [Oregon Multilingual Statewide Strategic Plan](#) - Priority 3, Goal 3

District Plan

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

Elementary K-5 (required all districts)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)
All English Learners in grades K-5 will demonstrate at least one full proficiency level of growth on the ELPA Summative each year, in at least one proficiency domain i.e speaking, listening etc.	All English Learners in grades K-5 will demonstrate growth in diagnostic assessments (iReady, Easy CBM, HMH diagnostic - ELA) throughout each school year.

Middle 6-8 (required all districts)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)
All English Learners in grades 6-8 will demonstrate at least one full proficiency level of growth on the ELPA Summative each year taken.	All English Learners in grades 6-8 will demonstrate growth in diagnostic assessments throughout each school year. (ELA)

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

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)	Graduation Goal
All English Learners in grades 9-12 will demonstrate at least one full proficiency level of growth on the ELPA Summative each year taken.	All English Learners in grades 9-12 will demonstrate growth in diagnostic assessments throughout each school year. (ELA)	All English Learners in grades 9-12 will attend school at least 90% of the time or greater in order to receive adequate instruction and complete all required coursework for each school year. We monitor attendance in our Synergy Student Information System.

Newcomer 6-8 (if applicable)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)	Graduation Goal
N/A	N/A	N/A

Newcomer 9-12 (if applicable)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)	Graduation Goal
N/A	N/A	N/A

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

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)	Graduation Goal
All English Learners in grades 9-12 will demonstrate at least one full proficiency level of growth on the ELPA Summative each year taken.	All English Learners in grades 9-12 will demonstrate growth in diagnostic assessments throughout each school year. (ELA)	All English Learners in grades 9-12 will attend school at least 90% of the time or greater in order to receive adequate instruction and complete all required coursework for each school year. We monitor attendance in our Synergy Student Information System.

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
n/a - HCSD3 has fewer than 20 enrolled EL students	n/a- HCSD3 has fewer than 20 enrolled EL students

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.	N/A
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.	N/A
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.	Henry L Slater Elementary Hines Middle School Burns High School Burns High Desert Virtual Academy - Burns Alternative Education High School using APEX as the core curriculum and other supports available such as: Translation tools, Bilingual glossaries, Closed captioning, Audio supports, and Visual vocabulary programs
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.	N/A

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 classrooms 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 (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):	Push In or Pull Out depending on the level of the student. Instruction can take place in the general ed classroom or in the EL classroom for pull out. Instruction may be repeated to a group of students (EL or not) who, based on observation from the classroom teacher or EL Aid, need gaps in understanding filled in.	Push In or Pull Out depending on the level of the student. Instruction can take place in the general ed classroom or in the EL classroom for pull out. Instruction may be repeated to a group of students (EL or not) who, based on observation from the classroom teacher or EL Aid, need gaps in understanding filled in.	Push In or Pull Out depending on the level of the student. Instruction can take place in the general ed classroom or in the EL classroom for pull out. Instruction may be repeated to a group of students (EL or not) who, based on observation from the classroom teacher or EL Aid, need gaps in understanding filled in.
Core ELD Instructional Materials	Library of books Imagine Learning Curriculum Rosetta Stone Online Resources	Library of books Imagine Learning Curriculum Rosetta Stone Online Resources	Adopted ELA curriculum: Benchmark ELA HMH ELA If the District's EL population were to increase significantly, the District would complete an independent adoption of an ELD curriculum.
Supplemental ELD Instructional Materials	Games, various speaking, writing, listening and reading activities	Games, various speaking, writing, listening and reading activities including	Library of books Imagine Learning Curriculum Rosetta Stone

	including online and app programs, collaborative peer activities, art, etc	online and app programs, collaborative peer activities, art, etc	Online Resources Games, various speaking, writing, listening and reading activities including online and app programs, collaborative peer activities, art, etc
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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)	Integrated, Push In, with a designated ELL class period. Individual instruction is based on the language needs of each student while group instruction is based on similar language needs for the group.	Integrated, Push In, with a designated ELL class period. Individual instruction is based on the language needs of each student while group instruction is based on similar language needs for the group.	Integrated, Push Instruction is reinforced and repeated when necessary
Core ELD Instructional Materials	Library of books Imagine Learning Curriculum Rosetta Stone	Library of books Imagine Learning Curriculum Rosetta Stone	Library of books Imagine Learning Curriculum Rosetta Stone
Supplemental ELD Instructional Materials	Games, various speaking, writing, listening and reading activities including online	Games, various speaking, writing, listening and reading activities including online and app	Games, various speaking, writing, listening and reading activities including online and app

	and app programs, collaborative peer activities, art, etc	programs, collaborative peer activities, art, etc	programs, collaborative peer activities, art, etc
High School English Language Development Instructional Services			

Describe how ELD instruction is provided and describe how the instruction is differentiated for students at each language level. Include details on how students are grouped, when students receive ELD instruction, and where instruction takes place.			
	Beginning Level (0-2 years in program)	Intermediate Level (2-5 years in program)	Long-Term English Learners (LTELs) (5+ years in program)
ELD Instruction Service Model(s)	Integrated, Push In, with a designated ELL class period. Individual instruction is based on the language needs of each student while group instruction is based on similar language needs for the group.	Integrated, Push In, with a designated ELL class period. Individual instruction is based on the language needs of each student while groups instruction is based on similar language needs for the group.	Integrated, Push Instruction is reinforced and repeated when necessary
Core ELD Instructional Materials	Library of books Imagine Learning Curriculum Rosetta Stone	Library of books Imagine Learning Curriculum Rosetta Stone	Library of books Imagine Learning Curriculum Rosetta Stone
Supplemental ELD Instructional Materials	Games, various speaking, writing, listening and reading activities including online and app programs,	Games, various speaking, writing, listening and reading activities including online and app programs,	Games, various speaking, writing, listening and reading activities including online and app programs,

	collaborative peer activities, art, etc	collaborative peer activities, art, etc	collaborative peer activities, art, etc
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- 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.)

The chart above is the same service model for our Alternative High School.

- 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.

Harney County SD #3's English Learner (EL) Program model is intentionally designed to affirm and celebrate the racial, ethnic, cultural, and linguistic identities of English Learners. Several key components of the program reflect a commitment to creating inclusive and affirming learning environments. We ensure that EL's are not only supported academically, but also recognized, respected, and empowered as valued members of the school community.

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

Harney County SD #3 is implementing learning models to guide and enhance instruction for all students, and when necessary, particularly supporting EL students. The teachers and staff at the schools collaborate closely with the EL coordinator to facilitate implementation to support EL students across all instructional settings.

- 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)	none	none	We do not have a stand alone ELD classroom with an ELD teacher. District instructional staff has access to training in methodologies and strategies, i.e. SIOP, GLAD etc. from our regional ESD partnership with ELOP specialist.
Middle School(s)	none	none	We do not have a stand alone ELD classroom with an ELD teacher. District instructional

			staff has access to training in methodologies and strategies, i.e. SIOP, GLAD etc. from our regional ESD partnership with ELOP specialist.
High School(s)	none	none	We do not have a stand alone ELD classroom with an ELD teacher. District instructional staff has access to training in methodologies and strategies, i.e. SIOP, GLAD etc. from our regional ESD partnership with ELOP specialist.

Charter School(s)	No charter schools in our district.	No charter schools in our district.	No charter schools in our district.
Alternate Program/ School(s)	none	none	N/A

6. 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?

District administrators and staff reflect the students and community on a *continually improving* extent. While the district's workforce includes individuals with a range of backgrounds, languages, and lived experiences. The district does not have any bilingual administrators currently, but we do have 2 bilingual staff members.

7. 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.

The ELL Coordinator and Principals play an active role in supporting instruction by being available to collaborate with core-content teachers during their planning periods. This collaboration focuses on integrating language supports, scaffolding strategies, and academic language development into content instruction.

Instructional decisions and modifications for EL students are guided by a data-informed approach. Teams use a combination of concrete data sources—including formative assessments, English language proficiency scores, and classroom performance—to drive instructional planning and support.

Through intentional collaboration, ongoing professional learning, and a focus on data-driven instruction, the district ensures that all EL students receive high-quality, equitable learning experiences.

Elementary Grades	Secondary Grades
Instructional Planning Structure	Instructional Planning Structure
The ELL Coordinator and Principals play an active role in supporting instruction by being available to collaborate with core-content teachers during their planning periods. This collaboration focuses on integrating language supports, scaffolding strategies, and academic language development into content instruction. Instructional decisions and modifications for EL students are guided by a data-informed approach. Teams use a combination of concrete data sources—including formative assessments, English language proficiency scores, and classroom performance—to drive instructional planning and support. Through intentional collaboration, ongoing professional learning, and a focus on data-driven instruction, the district ensures that all EL students receive high-quality, equitable learning experiences.	The ELL Coordinator and Principals play an active role in supporting instruction by being available to collaborate with core-content teachers during their planning periods. This 44 collaboration focuses on integrating language supports, scaffolding strategies, and academic language development into content instruction. Instructional decisions and modifications for EL students are guided by a data-informed approach. Teams use a combination of concrete data sources—including formative assessments, English language proficiency scores, and classroom performance—to drive instructional planning and support. Through intentional collaboration, ongoing professional learning, and a focus on data-driven instruction, the district ensures that all EL students receive high-quality, equitable learning experiences.

8. 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.

HCSD3 has fewer than 20 enrolled EL students

9. 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
- X ELP progress monitoring/Data analysis
- ☐ Racial equity
- X Culturally and linguistically responsive practices
- ☐ Culturally Responsive Instructional Pedagogy and Practices
- X Other: Relational Capacity

10. 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 Relational Capacity	All Staff	Progressing	
2 nd Culturally & Linguistically Responsive	All Staff	Beginning to Progressing	
3 rd ELP progress monitoring/Data analysis	Content Teachers	Progressing	

4th			
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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:
X 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.

At the beginning of each school year the ELL Coordinator will give a training session in the administration the ELPA Screener including how to manipulate the OSAS Testing portal, and utilizing the sample and training materials on the portal.

Accommodations

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

Accommodations will be determined by the ELL team after reviewing the accommodations available and the needs of the student tester. This will be done before any testing is done including the screener. ALL IEPs and 504s will be reviewed as will all state guidance in regards to accommodations to the ELPA and the ELPA screener.

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
Local Assessments		
Elementary:	iReady State Assessments Easy CBM	iReady
Middle School:	HMH Diagnostic State Assessments Classroom Grades	HMH Diagnostic
High School:	HMH Diagnostic Classroom Grades	HMH Diagnostic

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

☐ EL Specialist

X Content Teacher

☐ Counselor

X Educator/instructional assistant

X 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

X Quarterly

☐ During grading periods

☐ Once a year

☐ Other

7. Indicate which data sources the district uses to monitor the progress of students with current English learner status.

X State English language arts assessments

- X State math assessments
- X State science assessments
- X State English Language Proficiency Assessment (ELPA)
- X Formative assessments
- X Grades
- X 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 staff hold monthly meetings to support the ongoing implementation of effective instruction for multilingual learners. During these meetings, the academic and language development progress of English Learner (EL) students is reviewed.

When additional support or collaboration is deemed necessary, follow-up meetings are scheduled with relevant content teachers to discuss student progress in greater depth and to collaboratively develop targeted instructional strategies. This structured, team-based approach ensures that EL students receive timely, coordinated support aligned with their individual needs.

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 a three (3) in each domain to be proficient from March – early January of any given school year.

District Plan

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

The EL coordinator, teachers and school staff regularly review academic performance, classroom participation, and assessment data to ensure the student is progressing without language-related barriers.

If concerns arise regarding a student's academic performance or language proficiency, a Student Support Team (SST) meeting is initiated. This team reviews current data and determines whether challenges may be related to English language proficiency rather than 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 reentry, ensuring that families are partners in the decision-making process.

Upon reentry, the student is placed in an appropriate EL instructional setting based on assessed language needs. 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.

The EL Coordinator conducts a comprehensive review of each monitored student's progress by examining attendance records, behavior reports, and academic performance. Additionally, the coordinator utilizes input from the student's teachers to assess ongoing language development and classroom engagement.

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

☒ EL Specialist

☐ X 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
- X Grades
- X 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.

Henry L Slater Elementary school is a Title 1A school with remedial support for all students who need support in ELA and Math. Hines Middle School and Burns High School and Burns Alternative High School have an instructional advisory period every day where students are able to get support for their classes.

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 in learning English and accessing on grade level core content to provide instructional interventions if appropriate (add in check boxes from above for waiver monitoring).

The district uses the same method and timeline of monitoring students with parent/guardian waivers for participation in the ELP program as it does with monitored students.

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

The district follows the same process for communicating the academic needs of waived EL students to parents/guardians as it does with EL students.

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 EL students in Special Education		Proportion of EL students in TAG	
<i>Never EL students:</i>	18% (122 of 665)		0%	
<i>Former EL students:</i>	0%		0%	
<i>Current EL students:</i>	.9% (6 of 665)		0%	
<i>Monitored EL students:</i>	.001% (1 of 665)		0%	
	Proportion of EL students enrolling in AP/IB courses.	Proportion of EL students enrolling in college credits.	Proportion of EL students earning a modified diploma.	Proportion of EL students enrolling in CTE courses
<i>Never EL students:</i>	28% (57 of 198)	21% (42 of 198)	N/A	80% (158 of 198)
<i>Former EL students:</i>	0%	0%	0%	0%
<i>Current EL students:</i>	0%	0%	0%	83% (5 of 6)
<i>Monitored EL students:</i>	0%	0%	0%	0%
	Proportion of EL students completing AP/IB courses.	Proportion of EL students completing college credits.	Proportion of EL students earning a Seal of Biliteracy/Multiliteracy	Proportion of EL students completing CTE courses
<i>Never EL students:</i>	28% (57 of 198)	21% (42 of 198)	0%	83% (5 of 6)
<i>Former EL students:</i>	0%	0%	0%	0%
<i>Current EL students:</i>	0%	0%	0%	83% (5 of 6)

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

Develop referral procedures that seek referrals from a variety of sources (families, community members, educators, universal screeners, data collection, observations, etc.).

Build and use a robust, individualized body of evidence that includes quantitative and qualitative data. The body of evidence should include enough information to identify area(s) of strength to direct interventions to promote the learner's growth.

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

Our district ensures that students who are dually identified as English Learners (EL) and as students with disabilities receive coordinated services that meet both language development and special education needs. Instructional teams—including ELD and special education staff—collaborate to align IEP goals with English language development support, ensuring access to core academic content.

Student progress is monitored through both IEP and EL measures, with adjustments made as needed in consultation with families.

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...

Parent contacts the classroom teacher

- Parent explains concerns and (if they choose) shares any doctor's diagnoses or documentation.
- Goal: give the teacher enough information to apply targeted supports in class.

Teacher acknowledges and documents the concern

- Teacher confirms receipt to the parent and notes the date of contact.
- Teacher requests any relevant documentation (e.g., doctor's note) and permission to share with the referral team.

Teacher notifies the Referral Team

- Teacher alerts the referral team that data collection will begin and provides copies of any parent-supplied documentation (with permission).

Teacher collects data and implements classroom supports (minimum 6 weeks)

- Collect work samples, progress/data points, and a log of in-class supports and interventions being used.
- Teacher keeps the parent updated during this period (brief progress notes or weekly check-ins suggested).

Referral team reviews multi-source input

- Review: teacher data, work samples, parent input, and any pediatrician/doctor notes.
- Determines which supports are working and what additional interventions (if any) are needed.

Referral team decides next steps and communicates them

- Options include continuing current interventions, modifying supports, beginning targeted interventions, or discussing formal evaluation (IEP/504) if warranted.
- Teacher or referral team communicates all decisions and next steps to the parent in writing, including timelines and responsible staff.

Follow-up & documentation

- Document outcomes and add relevant notes to the student record (following school privacy/FERPA procedures).
- Schedule follow-up review meetings or monitoring as needed.

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

The District ensures that English Learner (EL) students follow the same enrollment process for Advanced Placement (AP) courses as all other students. Students indicate their interest by registering for an AP course. The AP teacher then reviews the enrollment list and determines eligibility based on prior coursework and demonstrated academic readiness.

Due to the District's small size, AP teachers also serve as general department teachers. This dual role allows teachers to make well-informed placement decisions grounded in their knowledge of each student's academic background and performance.

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

English Learner (EL) students have equal access to Career and Technical Education (CTE) courses. Enrollment follows the same process as for all students: individuals select their preferred CTE course, and the school principal assigns them to an available class period.

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 Learner (EL) students have meaningful access to the courses required for on-time graduation. School counselors and ELD staff review student records and proficiency levels to guide course placement, balancing English language development with progress toward graduation requirements.

For recently arrived students, the District awards credit for prior coursework whenever possible. In cases where transcripts are incomplete, additional assessments and family input are used to recognize prior learning and place students appropriately.

In compliance with HB 2056, the District implements Access to Linguistic Inclusion by valuing students' bilingual skills, honoring demonstrated proficiency in world languages, and ensuring that language is not a barrier to advanced or required courses. These practices affirm the District's commitment to equitable access and timely graduation for all EL students.

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.

All English Learner (EL) student schedules are reviewed by the Principal and EL Coordinator to ensure that students have access to extracurricular and enrichment opportunities. Student input is also considered as part of the scheduling process to support meaningful engagement and balanced participation.

9. Describe the supports 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 to newcomer students and those with limited or interrupted formal education (SLIFE) through individualized instruction in literacy, numeracy, and English language development.

The District evaluates prior schooling for students with non-U.S. educational experiences by reviewing available transcripts and, when necessary, conducting structured interviews or questionnaires with students and their families. This process ensures appropriate grade placement, course credit, and instructional support, recognizing prior learning while promoting equitable access to the curriculum.

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?

The District informs students of the opportunity to earn the Oregon State Seal of Biliteracy/Multiliteracy during the transcript review process. English Learner (EL) and former EL students receive written information via email and/or letters sent home, as well as verbal guidance during transcript review meetings with the high school principal. No recent graduates have earned the Seal of Biliteracy.

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

English Learner (EL) students may face barriers to growth in language, academics, and socio-emotional development due to current policies and practices. These include:

Language Development

Barrier: Limited opportunities for targeted language support and meaningful interaction with peers.

Remedy: Provide structured language development time, integrate scaffolds in daily instruction, and create collaborative learning opportunities with native English speakers

Content Learning

Barrier: Rigid pacing guides and insufficiently adapted instructional methods.

Remedy: Offer scaffolded and differentiated instruction, adapt materials to varied proficiency levels, implement PD to address best practices for EL students.

By implementing these remedies, our schools can ensure that policies and practices support equitable access, consistent academic and language supports, and inclusive school environments for EL students.

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

The district recognizes that some existing practices may unintentionally contribute to the marginalization of English Learner (EL) students. To dismantle these barriers, the district will implement policies that ensure equitable access to rigorous coursework, provide culturally responsive instruction, and strengthen communication with families in their home language. In addition, staff will receive ongoing professional development on inclusive practices to promote belonging and prevent harm.

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?

One obstacle to fully implementing successful policies and practices for English Learners has been limited bilingual staffing and multiple priorities. To address this, the district has translators available, access to professional development for staff, adjusted schedules and meeting timeframes to allow clear workflows between general education, special education, ELD, counseling, and family engagement teams.

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.
Our district prioritizes two-way communication through interpreters at meetings, and translated materials to ensure equitable access to information. Family engagement events, such as cultural nights and EL family workshops, provide opportunities to celebrate diverse backgrounds and strengthen school-home connections. Additionally, we provide staff training on culturally and linguistically responsive practices to ensure ML/EL families feel welcomed, valued, and empowered to participate fully in their students' educational journey.
2. Describe what engagement opportunities the district provides for EL students to inform program decisions, curriculum adoptions or funding decisions.
Our district provides multiple opportunities for English Learner (EL) students to share their perspectives and help shape program and funding decisions. Student voice is elevated through leadership teams that gather input about district improvements.
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?
Our district ensures that parents and guardians of Multilingual/English Learner (ML/EL) students have full access to their child's academic progress and educational information in their home language. The district uses communication ParentVUE, which offers built-in translation features to support real-time access to information in families' preferred languages.
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.
In-house, a bilingual staff member assists with translation of district and school communications, family notices, and individualized education or EL program documents. This staff also provides interpretation at parent-teacher conferences,

- family engagement events, and meetings related to academic services and supports. The primary languages represented among district staff include Spanish and, as needed, limited support in other languages through a language interpretation service via phone call is available.
5. Describe how the district informs parents/guardians about the availability of free language assistance services, including qualified interpreters and translators.
Parents and guardians are notified of interpretation services upon registration and when another language is noted to be spoken in the home.
 6. Describe the district's procedures that ensure that interpreters and translators have knowledge of all specialized educational terms and concepts.
Our in house bilingual staff member is well versed in educational terms. Should we use the interpreter service, we work through communication events as we come across them.
 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.
Our district will post this plan on our website under student services and will be announced upon completion to our school board.
 8. Describe how the district differentiates community engagement support and strategies for various EL communities served.
For our Spanish-speaking families—the largest EL community—we provide bilingual family liaisons, translated communications, and parent meetings conducted in Spanish. For families who speak other languages, the district partners with interpretation services. Engagement activities are intentionally designed to meet families where they are, offering flexible meeting times and locations, including online, along with the interpretation service.

Resources for Family Engagement and Communication

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

SECTION 7. PROGRAM EVALUATION

Legal Requirements and Guidance for Program Evaluation

- Districts must engage in a self-evaluation every two years and provide that evaluation to the state. [Castañeda, 648 F.2d at 1014-15; 1991](#) OCR Guidance; 20 U.S.C. § 6841(b)(2)

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

District Plan

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

The district measures the effectiveness of the ELL program and its services through timely exiting of students from the program, graduation rates, and overall academic progress. Tools used to evaluate these outcomes include ELPA assessments and various state reports, including the district report card.

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 for multilingual learners involves the ELL Coordinator, building principals, teachers, paraprofessionals, and parents. Multilingual students and their families are engaged through meetings to provide input, which is used in data collection, analysis, and interpretation to inform program decisions.

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

Program evaluations identified the following concerns: improving communication with ML student families, supporting teachers who have ELs / newcomers in their classes. The district's plan addresses these priorities by (1) ensuring the ELL Coordinator allows more time for direct support of students and family engagement and (2) providing support for teachers in instructing newcomers.

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](#) (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](#).