MULTILINGUAL LEARNER

DISTRICT PLAN

TABLE OF CONTENTS

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

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.	☑	☐
ELPA screeners are administered to students within 30 calendar days of enrollment at the beginning of the school year, or 14 calendar days once the school year has begun.	☑	☐
Parent Notification letters are provided to students' families within 30 calendar days of enrollment.	☑	☐
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))	☑	☐

SECTION 2: INSTRUCTIONAL PROGRAMMING AND STAFFING

District Assurances required, check all that apply	Yes	ODE Support Requested
All students are assigned to both a core-content program and a language instruction service model.	☑	☐
The language proficiency of each student is considered when determining which language service model, the district will provide the student.	☑	☐
All teachers in the EL instructional program 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).	☑	☐

	Yes	ODE Support Requested
All teachers in the EL instructional program without an ESOL endorsement have had training in instructional methods proven effective with EL students. These teachers do not provide EL instruction more than the Teachers Standards and Practices Commission (TSPC) permitted instructional hours by staff without an ESOL endorsement.	☑	☐
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.	☑	☐

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.	☑	☐
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.	☑	☐
The district uses the Oregon Department of Education (ODE) provided Test Administration Manuals and Training Materials.	☑	☐
Oregon state assessments (ELPA, ELA, Math, Science, etc...) are administered by trained staff.	☑	☐
Domain exemptions are available to students with an IEP or 504 plans as assessment accommodation where domain exemptions are appropriate.	☑	☐
Alt ELPA is available to students with significant cognitive disabilities.	☑	☐
Test administrator assurance forms are stored annually in a secure environment. These forms are located on the Assessment Administration page.	☑	☐
A district test coordinator inputs and monitors assessment accommodations/modifications/domain exemption coding in the Test Information Distribution Engine (TIDE).	☑	☐

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.	☑	☐
Students that score proficient on ELPA (English Language Proficiency Assessment) summative are exited from the EL instructional program.	☑	☐
District staff monitor the implementation of the district monitoring processes (exited and waiver students) to ensure that student progress is routinely reviewed.	☑	☐
District provides instructional interventions for monitored ELs and ELs with parent/guardian waivers if needed	☑	☐

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.	☑	☐
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.	☑	☐
The evaluation uses appropriate methods to measure the student's abilities and not the student's English language proficiency.	☑	☐
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.	☑	☐
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	☑	☐

	Yes	ODE Support Requested
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.	☑	☐
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.	☑	☐
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.	☑	☐
There is a formal plan to monitor the progress of ELs with disabilities regarding language and disability-based goals.	☑	☐
The student's general education teachers and related service providers have been made aware of the IEP or Section 504 services for the EL.	☑	☐
All students with EL status have equitable access to CTE (Career and Technical Education)/ advanced coursework (including but not limited to IB/AP).	☑	☐
All students with EL status have equitable access to TAG/ Title I-A/Magnet schools/bilingual programs as available in district schools.	☑	☐

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.	☑	☐
The district has a process for determining, (1) if parents and guardians need language assistance and (2) the primary language of parents/guardians.	☑	☐

	Yes	ODE Support Requested
The district provides language assistance to parents/guardians with appropriate, competent staff or appropriate and competent outside resources.	☑	☐
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.	☑	☐
The district provides the Oregon Language Use survey in languages parents/guardians can understand.	☑	☐

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.	☑	☐
The district annually reviews its identification process and has addressed any identified concerns related to its implementation.	☑	☐
The district annually reviews the EL exiting process and addresses any concerns related to its implementation.	☑	☐
The district annually reviews its monitoring process for exited and waived ELs to ensure that the district has followed its monitoring processes. The district has addressed any identified concerns related to the implementation of the process.	☑	☐
The district annually reviews its staffing for the ML/EL instructional program to determine: Language diversity of the students and the number of staff supporting the language diversity.	☑	☐

Ethnic diversity of the students and number of staff with similar ethnic diversity. Bilingual abilities of the staff. The district has addressed any identified needs.		
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.	☑	☐
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	☑	☐
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.	☑	☐
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).	☑	☐
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.	☑	☐
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.	☑	☐

The district annually reviews the outcome data (OTELP) of ELs progress learning English.	☑	☐
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.	☑	☐
The district annually compares attendance rates for ELs and compares these rates to Never ELs.	☑	☐
The district annually compares discipline data for ELs and Never ELs.	☑	☐
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.	☑	☐

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.

All new students to the district are required to complete the Language Use Survey (either online or in a physical packet). It is available in English and Spanish (our two primary languages). Upon completion of the survey, if there is any indication of need, the student is immediately referred to our EL Teacher for further interview(s) and/or assessment(s).

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.

   Online registration packets automatically include the LUS and a paper copy in English/Spanish is available in case a family is unable to register online. If the LUS indicates a language flag, the information is immediately passed on to the district-wide EL teacher and Special Student Services Director so that the ELPA screener can be completed within days of starting school.

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

   Synergy, our Student Information System (SIS), has a screen where our EL teacher is able to record screener date and strand details.

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

   Secretaries are trained in the Oregon Language Use Survey. The ELD teacher is trained to administer the ELPA screener; she in turn trains staff on what the screener scores mean according to strand data. The focus is on what students are able to do and what they are working toward in each area.

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; we currently have a total of 30 served EL students spread across 4 separate buildings in 13 grade levels. The most students we have at one grade level is 5.

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)

   If the ELPA screener is not accessible to a student with disabilities (or suspected disabilities) with the accessibility supports or domain exemptions, the IEP team will note that the student is a Potential EL student in the IEP and regularly review the screener to determine if the assessment is accessible to the student. If the assessment becomes accessible to the student, the screener will be administered.

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 course[s 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.)
Neah-Kah-Nie ML students who do not have disabilities or interrupted formal education (SIFE), will increase their domain scores on the ELP Assessment to be proficient in all four domains within seven years of entering EL Services. Each year, progress will be noted in the four domains with growth goals as follows: ● Year 1 - levels 1-2 in all domains ● Year 2 - level 2 in all domains ● Year 3 - level 2-3 in all domains ● Year 4 - level 3 in all domains ● Year 5 - level 3-4 in all domains ● Year 6 - level 3-4 in all domains ● Year 7 - level 4 in all domains	Multilingual learners will develop the language and academic skills necessary to engage with grade-level content by building vocabulary, understanding key concepts, and expressing ideas through speaking, listening, reading, and writing across subjects. Progress will be noted through summative assessment data on district and state assessments as well as trimester report card data.

Middle 6-8 (required all districts)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)
Neah-Kah-Nie ML students who do not have disabilities or interrupted formal education (SIFE), will increase their domain scores on the ELP Assessment to be proficient in all four categories within seven years of entering EL Services.	Multilingual learners will develop the language and academic skills necessary to engage with grade-level content by building vocabulary, understanding key concepts, and expressing ideas through speaking, listening, reading, and writing across subjects.

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

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)	Graduation Goal
Neah-Kah-Nie ML students who do not have disabilities or interrupted formal education (SIFE), will increase their domain scores on the ELP Assessment to be proficient in all four categories within seven years of entering EL Services.	Multilingual learners will develop the language and academic skills necessary to engage with grade-level content by building vocabulary, understanding key concepts, and expressing ideas through speaking,	Multilingual learners at Neah-Kah-Nie, who are not identified as having disabilities or interrupted formal education, will graduate within four years at the same rate as their non-ML peers as per the yearly updates to the Integrated Guidance

	listing, reading, and writing across subjects.	Longitudinal Performance Growth Target.

Newcomer 6-8 (if applicable)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)	Graduation Goal
Neah-Kah-Nie ML Newcomer students who do not have disabilities or interrupted formal education (SIFE), will increase their domain scores on the ELP Assessment to be proficient in all four categories within seven years of entering EL Services. Neah-Kah-Nie ML students identified as SIFE will demonstrate consistent annual growth on the ELP Assessment, with the goal of achieving proficiency in all four language domains within eight to ten years of entering EL services, depending on individual educational backgrounds.	Newcomer multilingual learners will develop the language and academic skills necessary to engage with grade-level content by building vocabulary, understanding key concepts, and expressing ideas through speaking, listening, reading, and writing across subjects.	Newcomer MLs will develop the language and academic skills necessary to access 9th grade courses with adequate supports by the end of their middle school experience.

Newcomer 9-12 (if applicable)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)	Graduation Goal
Neah-Kah-Nie ML students who do not have disabilities or interrupted formal education (SIFE), will increase their domain scores on the ELP Assessment to be proficient in all four categories within seven years of entering EL Services.	Newcomer multilingual learners will develop the language and academic skills necessary to engage with grade-level content by building vocabulary, understanding key concepts, and expressing ideas through speaking, listening, reading, and writing across subjects.	Neah-Kah-Nie ML students who do not have disabilities or interrupted formal education (SIFE), will meet or exceed the graduation rate of their 5-year cohort.

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

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)	Graduation Goal
Neah-Kah-Nie ML students with disabilities, will increase their domain scores on the ELP Assessment to be proficient in the categories without exemptions within seven years of entering EL Services.	Multilingual learners with disabilities will develop the language and academic skills necessary to engage with grade-level content by building vocabulary, understanding key concepts, and expressing ideas through speaking, listening, reading, and writing across subjects with the support of their IEP goals, specially designed instruction in goal areas, and language supports.	ML students with disabilities will graduate at the same rate as their 4-year cohort with either a regular or modified diploma (depending on their IEP diploma track designation).

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

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

District Data Profile and Longitudinal Data Profile

EL Outcomes Program Indicators

Elementary Indicators	Secondary Indicators
● regular attendance – limited progress	● on track to ELP - limited progress ● regular attendance - limited 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.	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.	Nehalem Elementary School Garibaldi Grade School Neah-Kah-Nie Middle School Neah-Kah-Nie High School
Newcomer Program: The Newcomer Program provides specialized instruction to beginning level multilingual/English learners who have newly immigrated to the United States and may have limited or interrupted formal education or low literacy in their primary language. Typical program length ranges from one semester to one year for most students.	Nehalem Elementary School Neah-Kah-Nie High School

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 **(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):	At the elementary level, English language development instruction is provided outside of the classroom by the district EL teacher where EL students are removed from mainstream classroom for 30-45 min. three days a week.	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 English Language Development (ELD) specialist collaborates and co-plans with a core content or general education teacher. 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.	
Core ELD Instructional Materials	Systematic ELD	Core instruction is provided in the general education setting, so the primary materials are the adopted curriculum for that content area. The ELD teacher collaborates with the general ed. teacher in order to address language needs. Some curriculum have specific supports available, while others are created in collaboration between the two staff. Teachers of all content areas utilize the ELP standards in collaboration with their content standards in order to address student language needs in the areas of reading, writing, speaking, and listening. Constructing Meaning and SIOP trainings help staff select specific strategies that will support student language, in partnership with their content curriculum.	

Supplemental ELD Instructional Materials	Ready, Set, Go!	Developing Academic Language (K-5)

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)	At the middle school level, English language development instruction is provided during a stand-alone class period, and students receive course credit for the class.	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 English Language Development (ELD) specialist collaborates and co-plans with a core content or general education teacher. 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. Teachers of all content areas utilize the ELP standards in collaboration with their content standards in order to address student language needs in the areas of reading, writing, speaking, and listening. Constructing Meaning and SIOP trainings help staff select specific strategies that will support student language, in partnership with their content curriculum.	

		Students' progress with language proficiency is monitored by both the ELD specialist and the core-content or general education teacher.
Core ELD Instructional Materials	Systematic ELD	Core instruction is provided in the general education setting, so the primary materials are the adopted curriculum for that content area. The ELD teacher collaborates with the general ed. teacher in order to address language needs. Some curriculum have specific supports available, while others are created in collaboration while planning.
Supplemental ELD Instructional Materials	Ready, Set, Go!	Constructing Meaning (6-12)

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)	At the high school level, English language development instruction is provided during a stand-alone class period, and students receive course credit for the class. The course is on the student's schedule for the entire year (55 min. every day).	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 English Language Development (ELD) specialist collaborates and co-plans with a core content or general education teacher. Teachers of all content areas utilize the ELP standards in collaboration with their content standards in order to address student language needs in the areas of reading, writing, speaking, and listening. Constructing Meaning and SIOP trainings	

		help staff select specific strategies that will support student language, in partnership with their content curriculum. 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.
Core ELD Instructional Materials	Systematic ELD	Core instruction is provided in the general education setting, so the primary materials are the adopted curriculum for that content area. The ELD teacher collaborates with the general ed. teacher in order to address language needs. Some curriculum have specific supports available, while others are created in collaboration between the two staff.
Supplemental ELD Instructional Materials	Ready, Set, Go!	Constructing Meaning (6-12)

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

    Neah-Kah-Nie School District does not have any alternative and/or charter schools in their district boundaries.

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

The Neah-Kah-Nie school district has a district equity statement. This statement says: At Neah-Kah-Nie school district, we are committed to providing a first class education to our community with the goal of equipping our students with the knowledge and skills necessary to become productive members of society and achieve their desired goals. To achieve this goal, we must create and foster a safe, equitable, and inclusive learning environment for all of our students. Neah-Kah-Nie school district, in alignment with the Oregon Department of Education, is committed to the following:

- Neah-Kah-Nie school District condemns racism, racial violence, hate symbols, hate speech and all forms of bigotry inside and outside of the school including online activities.
- Use of hate symbols and derogatory speech prevents students from gaining access to a safe learning environment , one of the key elements to a quality education.
- Neah-Kah-Nie School District condemns any form of discrimination on the basis of race, gender, age, sexual orientation, disability-physical, emotional, and mental, socio-economic class, religion, country of origin, language spoken, ect. by students, teachers, and school administration inside and outside of the school
- Discrimination actively creates an inequitable and unsafe environment, preventing students from receiving equal opportunities in the classroom.

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

Neah-Kah-Nie School district uses the Response to Instruction and Intervention (RTII) process to determine necessary student tiered supports. This process provides effective instructions and supports, with a particular emphasis on identifying and helping those who are struggling. This is a multi-tiered approach where students receive increasingly intensive support based on their individual needs. Each building has an RTII team that evaluates student growth, needs, and further supports. The reading specialists at the elementary level collaborate with the ELD teacher in order to best support English learners in this process.

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)

			General Education teachers and general education assistants
Elementary School(s)			
Middle School(s)	1	0	
High School(s)			
Charter School(s)	N/A		
Alternate Program/ School(s)	N/A		

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?

23-24 report card data:

Ever English Learners -	students 7%	teachers 1%
Hispanic -	students 15%	teachers 4%
Black -	students 1%	teachers 0%
Multiracial -	students 6%	teachers 4%
White -	students 76%	teachers 91%

Neah-Kah-Nie School District participates in the Diverse Educator Pathway cohort through Northwest Regional ESD. Currently, there are 2 staff members who support 3 aspiring teachers who are instructional assistants in the district. An administrator also attends the support sessions in order to ensure that staff have opportunities for growth.

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**
ELD teacher will collaborate with gen. ed teachers to identify the current language	ELD teacher will collaborate with gen. ed teachers to identify the current language

proficiency levels of all current EL students, collaborate on the integration of language scaffolds differentiated by language proficiency levels and implement ongoing formative assessment practices to monitor EL students' progress with language proficiency throughout the year. ELD teacher sets regular weekly appointments with general education teachers to co-plan and collaborate regarding lesson plans and language supports. While these appointments are targeted specifically to teachers who have currently-served or monitored ML students, any teacher is able to add an appointment to the schedule, if desired. Formative Assessment data will be gathered regularly regarding EL language progress to determine effectiveness of collaborative planning. Summative Assessment data in the form of ELPA Summative scores will also be gathered. Additional interventions will be implemented if adequate progress is not show through formative or summative progress monitoring.	proficiency levels of all current EL students, collaborate on the integration of language scaffolds differentiated by language proficiency levels and implement ongoing formative assessment practices to monitor EL students' progress with language proficiency throughout the year. ELD teacher sets regular weekly appointments with core content teachers to co-plan and collaborate regarding lesson plans and language supports. These appointments are targeted to core content areas, but any teacher is able to add an appointment to the schedule, if desired. Formative Assessment data will be gathered regularly regarding EL language progress to determine effectiveness of collaborative planning. Summative Assessment data in the form of ELPA Summative scores will also be gathered. Additional interventions will be implemented if adequate progress is not show through formative or summative progress monitoring.

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.

On Professional Development days throughout the year, the ELD teacher and EL Coordinator offer training sessions in Constructing Meaning and SIOP strategies, depending on the year and staff involved. There is differentiation for staff with prior experience and training. The ELD team is also available for brief snapshots of specific strategies during staff meetings or for content and grade level team meetings.

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

☑ Integrated ELD – Collaborative Co-Teaching
☐ Dual language program implementation/improvement

☑ Newcomer/Recently arrived students
☑ Multilingual family engagement and communication
☑ Language acquisition strategies
☐ ELP progress monitoring/Data analysis
☐ Racial equity
☑ Culturally and linguistically responsive practices
☐ Culturally Responsive Instructional Pedagogy and Practices
☐ Other (write in)

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

Professional development priority	Staff role/position	Staff experience level	Other identified criteria
1st Integrated ELD – Collaborative Co-Teaching	staff with currently-served and monitored ML students	more time spent with teachers who have NOT had language training or ESOL endorsements	**Previous trainings:** Elementary: DAL, SIOP, GLAD Secondary: SIOP and Constructing Meaning
2nd Language acquisition strategies	all staff	all levels	
3rd Culturally Responsive Instructional Pedagogy and Practices	all staff	all levels	
4th Multilingual family engagement and communication	all staff	all levels	

Resources for High Quality Instructional Programming and Staffing
- An Integrated ELD Guide for District Leaders
- IES (Institute of Education Sciences) What Works Practice Guide, "Teaching English Literacy & Content K-8"
- IES What Works Practice Guide, "Effective Literacy and English Language Instruction for English Learners in the Elementary Grades."
- OELA English Learner Toolkit, chapters 2, 3, 4, 5 cover language instructional programs, meaningful access to core instruction, avoiding segregation, and staffing.
- IES What Works Practice Guide, "Teaching Academic Content and Literacy to English Learners in Elementary and Middle School"

- Regional Education Labs, [Professional Learning Communities Facilitator's Guide for the What Works Clearinghouse™ Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School](#)
- Regional Education Labs, [Supporting Integrated English Learner Student Instruction – A Guide to Assess Professional Learning Needs](#)
- Regional Education Labs, [Welcoming, Registering, and Supporting Newcomer Students: A Toolkit for Educators of Immigrant and Refugee Students in Secondary Schools](#)
- [Effective Teacher Professional Development](#), Learning Policy Institute
- [Oregon Open Learning Multilingual/English Learner Resource bank](#)
- [ODE Engaging Equity Mindset, Practices and Systems professional development modules](#)

SECTION 3. ASSESSMENT AND PROGRESS MONITORING

Legal Requirements and Guidance for Assessment and Progress Monitoring

- All students designated as English learners must be assessed annually using a valid and reliable, state-approved assessment in all four domains of English (i.e., speaking, listening, reading, and writing) (([6311(b)(7) (Title I), 6823(b)(3)(D)](#) [(Title III), 6826(b)(3)(C) (Title III))](#)
- Staff who administer the assessment must be trained ([Test Administration OAR](#))
- Oregon is a member of the ELPA 21 Consortium and requires districts to administer the ELPA Screener and Assessment [(Oregon Test Administration Manual (TAM)](#)
- Parents/guardians must be informed annually of their child's progress ([ESEA/ESSA Title I, Section 1112(e)(2)(A)](#), [DCL Fact Sheet](#))
- Assessment practices reflect multilingual learners' academic and linguistic progress and affirm the knowledge and cultural assets they bring. [Oregon Multilingual Learner Strategic Plan](#) - Priority 2, Goal 3.

District Plan

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

Training

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

> The district testing coordinator is trained by ODE and the test administrator is trained by the district test coordinator on an annual basis.

Accommodations

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

> The ELD teacher records any test accommodation documentation for each student (including universal supports) and provides those to the district test coordinator ahead of testing. Any domain exemptions happen through the special education/IEP process to which the ELD teacher is invited. Those exemptions are recorded in the IEP and then the ELD coordinator alerts the district test coordinator.

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:	• **phonemic awareness, fluency and other reading assessments**	**Unit assessments for Newcomer students**
Middle School:	• **ELA/reading assessments** • **interim OSAS assessment scores** • **grades**	**Unit assessments for Newcomer students**
High School:	• **ELA/reading assessments** • **interim OSAS assessment scores** • **grades**	**Unit assessments for Newcomer students**

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

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: Newcomer curriculum assessments

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

   The ELD teacher monitors intervention strategies and the success of those on their language and academic success. Meetings with general education teachers and literacy specialists determine additional strategies of support. Collaboration with general education teachers who have ML students in their classes happens on a weekly basis, with additional monitoring and discussion during grading and conference periods. Currently-served ML students are part of the regular RTII/MTSS systems at each building.

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.

   When a monitored student begins to struggle academically after being reclassified from the English Learner (EL) program, the district initiates a review process to determine whether reentry into the EL instructional program is necessary. Educators collect and analyze multiple sources of data—including classroom performance, assessment scores, and teacher observations—to assess whether the difficulties are related to language proficiency. A team meeting involving teachers, administrators, EL specialists, and the student's parents is held to discuss the findings and decide on the best course of action.

   If it is determined that the student would benefit from renewed language support,parent permission is received for returning to the program, they are formally returned to the EL program, an updated instructional plan is developed, and appropriate services are reinstated to address their needs. The decision is documented, and the student's progress continues to be closely monitored.

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

    When a student scores proficient on the English Language Proficiency Assessment (ELPA) and is reclassified as fluent English proficient, the district begins a formal four-year monitoring process to ensure the student continues to succeed academically without English language development (ELD) support. During this period, the student's performance is regularly reviewed through grades, standardized test scores, teacher observations, and other academic indicators. Monitoring typically occurs at set intervals—such as each grading period—and involves collaboration between classroom teachers, EL staff, and school administrators. If any academic concerns arise that suggest the student may be struggling due to language-related issues, targeted interventions are provided. In some cases, a reentry into the EL program may be considered if data shows significant and persistent challenges. Throughout the monitoring period, all findings and actions are documented, and families are kept informed of the student's progress.

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: during trimester grading periods

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.

When monitoring evidence indicates that a student who has exited the English Language Development (ELD) program is struggling academically, the district provides targeted instructional interventions to support the student's continued success. These interventions are based on a review of multiple data sources, such as classroom performance, assessment results, and teacher input. A support team—often including general education teachers, the EL specialist, and an administrator—identifies the specific areas of need and develops an intervention plan tailored to the student.

Interventions may include small-group instruction, additional support in reading or writing, differentiated classroom strategies, or access to academic support programs. The student's progress is closely monitored, and interventions are adjusted as needed. Parents are informed and involved in the process, and documentation is maintained throughout to ensure accountability and alignment with the student's needs. If interventions are not effective and language needs are identified as a root cause, reentry into the EL program may be considered.

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 whose parents signed a waiver denying EL services will not be scheduled for EL interventions, but they will still take the ELPA summative assessment and additional strategies for monitoring progress are listed below.

- ☑ State English language arts assessments
- ☑ State math assessments
- ☑ State science assessments
- ☑ Formative assessments
- ☑ Grades
- ☑ Teacher observations
- ☐ Other

All teachers are to be using language support strategies in their daily lessons, which is why we train them with SIOP and Constructing Meaning at the "all certified staff" level.

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

Students who had additional academic needs who had EL waivers would be referred to the RTII/MTSS team regarding necessary supports. That team would communicate needs with the parents and if the concerns were language-related, the team (and the ELD teacher) would again explain the benefits of EL services and offer for the student to participate. Translated documents are provided to the family in their home language. All meetings are supported by a certified interpreter with verified language proficiency credentials, ensuring that communication is clear, accurate, and accessible to all participants.

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:	19.1%	10.4%
Former EL students:	0%	0%
Current EL students:	17.4%	0%
Monitored EL students:	16.7%	0%

	Proportion of students enrolling in AP/IB courses.	Proportion of students enrolling in college credits.	Proportion of students earning a modified diploma.	Proportion of students enrolling in CTE courses
Never EL students:	3.8%	*	16.7%	20.4%
Former EL students:	8.3%	*	0%	25%
Current EL students:	0%	*	0%	29.2%
Monitored EL students:	0%	*	0%	33.3%

	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
Never EL students:	10	*	0%	*
Former EL students:	0	*	0%	*
Current EL students:	0	*	0%	*

*The district will incorporate the review and documentation of specific CTE and college credit coursework registration and completion into its monitoring procedures moving forward.

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

   All students who are in the 2nd and 5th grade are screened using the CogAT test as one measurement tool that could be used in the Preponderance of evidence toward qualifying as a Talented and Gifted student. Other evidence utilized in the decision to qualify a student include:
   ● Reading, Writing, Math assessments
   ● CLED scale
   ● Science and Social Science assessments
   ● General Intellectual Ability
   ● Potential to Perform
   ● Performing Arts
   ● Visual Arts
   ● Leadership
   ● Creativity
   ● Accelerated Language Skills

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

   RTII/MTSS school teams are trained to tease out the differences between language needs and academic needs when discussing students. There are times when students have both areas of need, in which case the student is served through Special Education and EL services.

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

   ● Assessment considerations: Elementary assessment considerations include the phonemic awareness, fluency, and reading tests, which are combined with ELPA screener and summative scores for EL students. At the secondary level, ELA and math assessments are considered in combination with ELPA screener and summative scores for EL students.

   ● Parent/guardian interviews: Parent/guardians of students who are in the RTII/MTSS process or CARE program moving toward SPED referral are notified of their monitored status. No referrals proceed through the special education process without written parental consent.

   ● Student educational history: A student's educational history is documented by the school psychologist and/or counselor with the parent and a comprehensive file review as part of the special education referral and eligibility process.

- MTSS/RTI process: The RTII/MTSS team looks at students look at phonemic awareness and fluency data to discuss students who have specific needs. Interventions are implemented while doing progress monitoring which assesses their growth in academic areas. If there is no growth, there is an additional three weeks of more intensive interventions before placing them in the school CARE program that moves toward special education program referral. This process is the same for students who are designated as EL or not.

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

   Any student at the high school is able to register for AP/dual enrollment courses if they have the prerequisites, regardless of EL status.

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

   Any high school student who meets the necessary prerequisites is eligible to register for Career and Technical Education (CTE) courses, regardless of their English Learner (EL) status. To support equitable access, prerequisite safety tests will be provided in the student's home language whenever possible.

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.

   Meaningful Access to Courses: Newcomer students are enrolled in a language support class for one period of their schedule, but other currently served EL students are consulted with periodically during Advisory or pull-out/push-in sessions (depending on student need). Students are able to access courses for all other periods of the school day at the middle and high school level.

   Credit for Prior Educational Experiences: When a student arrives at Neah-Kah-Nie High School, their previous educational records are evaluated and credit is given toward graduation requirements. At times, this process requires an interpreter who is able to help with the documentation evaluation or contacting the previous educational institution.

   Access to Linguistic Inclusion: With the passing of HB 2056, all English Language Arts courses at Neah-Kah-Nie School District are changed in title to "Language Arts" and students are able to earn credit for meeting the standards in any language.

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.

ELD support classes at the middle and high school level are not placed in the overall schedule until students have made their selections of content classes and electives. They are able to participate in their chosen courses and still receive ELD support as newcomers. Other extracurricular activities and opportunities are available to all students after the school day or during an Advisory period during the day. An afterschool program bus also provides transportation for students participating in these activities.

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?

When a student arrives at Neah-Kah-Nie High School, their previous educational records are evaluated by the school registrar and credit is given toward graduation requirements. At times, this process requires an interpreter who is able to help with the documentation evaluation or contacting the previous educational institution.

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?

Currently, Neah-Kah-Nie School District does not have any students who have pursued the Seal of Biliteracy/Multiliteracy. High school students are offered the opportunity to learn more about the Seal of Biliteracy program and potentially participate each year. Information is shared with families through a translated letter to ensure accessibility for all, and the program is also discussed during parent-teacher conferences to encourage awareness and engagement.

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.

As a school district committed to equity and inclusion, we recognize that English Learner (EL) students may face unique challenges in **language development**, **content learning**, and **socio-emotional development**. However, we also see these challenges as opportunities for growth and transformation through responsive policies and practices. Below are areas we continuously evaluate to ensure all students thrive:

Supporting Language Development

- **Expanding access to ESL and bilingual programs**: We strive to provide robust language instruction through trained ESL and bilingual educators, ensuring ELs receive the targeted support they need while developing academic English.

- **Embracing students' home languages**: Rather than limiting students to English-only policies, we aim to celebrate and incorporate linguistic diversity as a strength, supporting dual-language programs and translanguaging strategies.

- **Ongoing professional development**: We invest in training for all teachers to embed language development strategies in every classroom, not just ESL settings.

Enhancing Content Learning

- **Equitable access to rigorous curriculum**: Our goal is to keep EL students integrated in grade-level content with appropriate scaffolding, so they are not held back academically while acquiring English.

- **Collaborative teaching models**: We encourage co-teaching partnerships between ESL and content-area teachers to create inclusive, language-rich environments that support both language and content mastery.

- **Assessment with growth in mind**: While we follow standardized assessment requirements, we are also exploring alternative ways to measure EL students' learning progress and celebrate growth over time.

Fostering Socio-Emotional Development

- **Culturally responsive practices**: We work to ensure that EL students see themselves reflected in curriculum, instruction, and school culture, promoting a sense of belonging and pride in their identities.

- **Social-emotional learning (SEL) for all**: Our SEL initiatives are designed with EL students in mind, and we're expanding mental health services with bilingual staff and interpretation resources.

- **Family partnerships**: We actively engage families by offering translation services, multilingual communication, and opportunities for involvement, recognizing parents as key partners in student success.

Our Vision Moving Forward

We are committed to identifying and removing barriers that may unintentionally hinder EL students' success. By building inclusive systems and celebrating linguistic and cultural diversity,

we are creating schools where every student—regardless of language background—can flourish academically, socially, and emotionally.

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

Some ideas include thinking about what barriers currently exist that may be preventing authentic partnerships with multilingual families such as access to educational information in the family's home language. As a district, we are prioritizing interpreters at school events and conferences as well as including books within our library that are representative of languages and cultures with diverse identities.

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 biggest obstacle the ELD team has encountered has been time. There are very few designated times in the Neah-Kah-Nie schedule for professional development or collaboration among colleagues, so the Integrated ELD model can be difficult to implement. In order to overcome this barrier, leaders must prioritize language support strategies as part of our professional development plan and build collaboration time into the schedule so that general education/core content teachers are able to co-plan with the ELD instructor.

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.

    In the Neah-Kah-Nie School District, strategies for engaging ML/EL families and communities as authentic partners focus on building trust, ensuring access, and fostering meaningful collaboration. The district prioritizes clear, multilingual communication through translated materials and interpretation services at school events and meetings. Culturally responsive family engagement activities—such as community nights and school-hosted multicultural events—create welcoming environments that honor the diverse backgrounds of ML/EL families.

    The district also partners with local community organizations, such as Juntos, to extend support services and improve outreach. Educators receive training in cultural competency and inclusive practices, empowering them to better connect with and support ML/EL families. Through these efforts, Neah-Kah-Nie School District strengthens relationships and ensures families are recognized as essential partners in student learning and school improvement.

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

    In the Neah-Kah-Nie School District, English Learner (EL) students are provided with meaningful opportunities to inform program decisions, curriculum selections, and funding priorities. The district creates student voice forums and feedback sessions—often facilitated through EL classes or student leadership groups—where EL students can share their experiences, challenges, and perspectives on learning materials and school climate. Their feedback is reviewed by instructional leaders and district

committees to shape programmatic improvements and guide culturally and linguistically relevant curriculum adoption. These practices reflect the district's commitment to inclusive, student-centered decision-making.

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

   The Neah-Kah-Nie School District is committed to ensuring that all parents and guardians have equitable access to their child's academic progress and educational information in their home language. The district provides translated report cards, progress updates, and other key documents, and offers interpretation services for parent-teacher conferences, IEP meetings, and school events. To support ongoing communication, the district utilizes ParentVue, which offers translation features to accommodate families' preferred languages. The district aims to improve this access through ParentVue training sessions during conference sessions.

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 Neah-Kah-Nie School District is committed to ensuring that all families, including those of English Learner (EL) students, have equitable access to essential information through comprehensive translation and interpretation services. These services are provided through a combination of in-house resources and partnerships with external organizations. There are Pocket Talk communication devices in each main office for quick translations when a parent/guardian/community member comes in who needs any language translation on the spot. There are also several employees in each building who are able to translate in emergencies. The district also contracts with an outside agency called Language Link that is an on-demand translation service available 24/7. Two local, non-district translators can be hired when in-person translation is necessary.

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

   Parents/Guardians are made aware of the availability of free language assistance services if they marked that they need translations during their enrollment, in which case their teacher, principal, counselor, or case manager will arrange for an interpreter

to be present at the meetings that the family attends. These services are explained during the enrollment process.

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

    Language Link interpreters are certified in educational and medical terminology before being hired by the company. Any in-house translators who already work for the district are required to pass a language proficiency test. The two local non-district employee translators have provided evidence of their language proficiency skills through testing and/or certification.

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 ML/EL team plans to present this information to each building staff at September in-service training as well as presenting to the the Neah-Kah-Nie School Board and community at the September or October 2025 Board meeting. A copy of the plan will be sent home to each ML family after the Board presentation.

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

    For Spanish-speaking families, the district offers translated materials, bilingual workshops, and events that reflect and celebrate Latino culture. Communication platforms are configured to support Spanish-language messaging, and translation services are available at conferences and family engagement nights.

    In addition to language access, the district considers cultural factors and logistical barriers such as transportation, childcare, and work schedules. Engagement activities are scheduled flexibly and hosted at familiar, trusted community locations when needed. Feedback from families is regularly sought through surveys, forums, and informal conversations, which helps the district adapt its outreach strategies to better serve each unique EL community. These differentiated approaches demonstrate the district's commitment to building genuine, responsive relationships with all EL families and ensuring equitable access to educational opportunities and decision-making processes.

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 the district's services to Multilingual English learners. What methods and/or tools do you use to evaluate ELD programming?

   Neah-Kah-Nie School District evaluates the effectiveness of services for Multilingual Learners by analyzing ELP assessment scores to monitor language growth, OSAS scores to assess academic progress, course grades to track classroom performance, attendance rates, exclusionary discipline, participation in AP, CTE, and early college credit courses, and graduation rates to ensure long-term success. This data-driven approach guides instructional improvements and ensures equitable outcomes for ML students.

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

   Evaluation of services for Multilingual Learners involves the EL specialist, classroom teachers, administrators, and support staff who review academic and language data. Multilingual students and families contribute through surveys, meetings, and feedback opportunities, with language support provided to ensure meaningful participation. Their input helps guide program improvements and ensures services are responsive to student needs.

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

Program evaluation has identified several key areas of focus for improvement in services for Multilingual Learners:

- **Equitable Access to TAG Testing:** The district is working to ensure that language is not a barrier to identification by exploring culturally and linguistically appropriate assessments and referral processes for TAG eligibility.

- **Academic Language Instruction:** Teachers are receiving professional development on integrating academic language strategies into daily instruction to better support MLs in accessing complex content.

- **Seal of Biliteracy Participation:** Efforts are underway to increase awareness and access to the Seal of Biliteracy by identifying eligible students earlier, offering testing opportunities, and providing language support to help students prepare.

These priorities are being addressed through staff training, improved procedures, and expanded student supports to promote equity and achievement for all MLs.

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](#) .