ML/EL District Plan

Pinehurst School District

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Introduction

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

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

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

Background

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

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

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

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

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

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

EL Outcomes Program (HB 3499)

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

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

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

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

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

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

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

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

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

Organization of the Template

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

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

District Assurances: Smartsheet Link

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

Section 1. Identification of Multilingual English Learners

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

Section 2: Instructional Programming and Staffing

District Assurances required, check all that apply	**Yes**	**ODE Support Requested**
All students are assigned to both a core-content program and a language instruction service model.	X	
The language proficiency of each student is considered when determining which language service model the district will provide the student.	X	
All teachers have a valid Oregon teaching license and ESOL (English to Speakers of Other Languages) endorsement (if	X	

required for the position by the Teachers Standards and Practices Commission (TSPC).		
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.	X	
All teachers in the EL instructional program are fluent in English and any other language used for instruction, including having written and oral communication skills.	X	

Section 3. Assessment and Progress Monitoring for Current Students

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

Section 4. Monitoring exited students

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

Section 5. Equitable program access

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

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

Section 6. Family Engagement and Communication

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

(2) the primary language of parents/guardians.		
The district provides language assistance to parents/guardians with appropriate, competent staff or appropriate and competent outside resources.	**X**	
The district: Does not use students, siblings, friends, minors, and untrained staff members as qualified translators or interpreters, even if they are bilingual. All interpreters and translators, including staff acting in this capacity, are: ● proficient in the target languages; ● have knowledge of specialized terms or concepts in both languages; ● are trained in the role of an interpreter or translator, ● the ethics of interpreting and translating, ● the need to maintain confidentiality.	**X**	
The district provides the Oregon Language Use survey in languages parents/guardians can understand.	**X**	

Section 7. Program Evaluation

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

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.	X	
The district annually reviews the ML/EL student population and determined any changes in instructional needs due to: ● Recent arrivers (including refugees, unaccompanied, etc.) ● Long Time ELs ● ELs with IEPs (Individual Educational Plan) ● Increase/decrease in populations ● Language diversity ● Ethnic diversity ● Other identified needs	X	
The district annually reviews the participation of ML/EL parents in school/district decision making groups and the practices used to recruit parents to be involved in these groups. The district has addressed any identified needs.	X	
The district annually compares the percentage of students with ML/EL status having IEPs (Individual Educational Plan) as compared to Never ELs having IEPs (Individual Educational Plan).	X	
The district annually compares the percentage of students with ML/EL status also having TAG (Talented and Gifted) status to Never ELs having TAG (Talented and Gifted) status.	X	

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

ML/EL District Plan

Section 1. Identification of Multilingual English Learners

Legal Requirements and Guidance for Identification of English Learners

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

District Plan for Identification of English Learners

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

   At registration the student/family receive a copy of the registration packet which includes the Oregon Language Use Survey.

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.

   The Oregon Language Use Survey is reviewed at the moment of registration or the information is taken to the Administrator after online registration.

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

   Our district screening process involves using our Language Use Survey at registration. If parents or guardians indicate a language other than English is spoken at home, students are screened using the ELPA21 screener. The results are reviewed by the Administrator to assess students for academic risks, and then entered in our SIS program (Powerschool) and it is entered into TIDE.

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

Pinehurst staff training on the Language Use Survey and ELPA screener involves the mandatory ODE training modules, webinars and TAM. The District Test Coordinator will train the school test coordinator and test coordinators with a focus on identifying potential English learners using the Language Use Survey, administering the ELPA screener to confirm eligibility services and program placement.

The district ensures that our staff is adequately trained, based on the small number of ELL students at this time, by training teachers on a one-to-one basis or in small groups as the need for training arises for the individual teachers. The ELL Program provides an ELL Packet of written materials to all teachers regarding teaching ELL students in the mainstream classroom, consults with individual teachers, monitors how ELL students are doing in mainstream classes, and provides assistance whenever necessary. We capitalize on all opportunities to help each other and share valuable experiences. This approach, combined with the additional scheduled workshops and training of new staff, as mentioned above, and the many statewide ELL workshops made available to staff, is the district's current ELL staff development. Further changes to staff training in the district will be based on an annual review of our ELL Program.

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. **(*districts with fewer than 20 enrolled ELs may enter N/A)**
N/A

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

When a student enrolls with a disability or suspected disability and the ELPA screener is unavailable the district will identify the student as a potential English Learner and document appropriately. At registration the student will receive a copy of the Home Language Survey and the Oregon Language Survey which will help identify our EL students. When a new student is unable to complete the ELPA Screener due to the student's disability the testing process is halted and referred to the IEP/504 team. Once the IEP/504 team has determined that the student is unable to participate in the

standard ELPA assessment the decision is documented. The student is coded as 2-J and will receive both EL and special education services simultaneously. The accessibility of the ELPA screener is then reviewed regularly to determine if the assessment is accessible to the student, if so the student is administered the ELPA screener.

Resources for Identification of English Learners

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

Section 2. Instructional Programming and Staffing

Legal Requirements and Guidance for High Quality Instructional Programming

- School districts must provide EL students with effective Language Instruction Education Programs (LIEPs). Dear Colleague Letter, OAR 581-023-0100(4)OAR 581-023-0100(4)
- LIEPs must ensure EL students access grade-level academic standards or core content area courses ESSA Title III 3102
- Increase the quality of instruction to meet the diverse strengths and needs of multilingual learners while reflecting and affirming their intersectional identities. Oregon Multilingual Learner Strategic Plan – Priority area 2, Goal 2
- Students designated as English learners have equitable access to grade-level academic courses, accelerated learning, career connected learning opportunities, and enrichment opportunities. Oregon Multilingual Learner Strategic Plan – Priority 2, Goal 4.
- Oregon educational entities implement high-quality dual language programs that prioritize students designated as English learners. Oregon Multilingual Learner Strategic Plan – Priority 4, Goal 1. Section 3: Assessment and Progress Monitoring
- Districts must ensure that it is providing appropriate licensed staff, instructional materials, supplies and materials to support their EL instructional program under the OAR 581-023-0100 (4).
- Districts must address the Title III purposes under ESSA SEC. 3102.Title III [20 U.S.C. 6812] with regard to implementation of the EL instructional program and professional learning.
- Districts must ensure that their instructional program is supported by educators whose licenses and endorsements meet these TSPC OARs. OAR 584-220-0075 English to Speakers of Other Languages Endorsement Requirement and OAR 584-210-0160 (2) (a) Teaching assignments that exceed 10 hours per week in one subject-matter area without the appropriate subject-matter endorsement. – Endorsement Requirement
- Districts are required under ESSA SEC. 3116 Title III. [20 U.S.C. 6826] to ensure that all educators in any language instruction education program are fluent in English and any other language used in instruction. Fluent refers to both oral and written communication.

- Oregon districts recruit, hire, retain, and advance multilingual educators of color who mirror the intersectional identities of students designated as English learners. Oregon Multilingual Learner Strategic Plan - Priority 3, Goal 1
- In-service teachers, administrators, and school staff members engage in ongoing, high-quality professional learning to support multilingual learners. Oregon Multilingual Statewide Strategic Plan - Priority 3, Goal 3

District Plan

After reviewing your district's most recent data for ELA/Math/Graduation Rate/OTELP, determine your district's educational goals for multilingual ELs. Format each goal as a SMART goal (Specific, Measurable, Attainable, Realistic, and Timely). The district may find it helpful to review the unsuppressed outcome data as well as any local outcome data to establish the goals below. It is acceptable to type in N/A if the district does not have students enrolled in this category

Example: By June 2028, our district will increase the percentage of elementary Multilingual Learners On Track to English Language Proficiency from 50% to 75%.

Elementary K-5 (required all districts)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)
Our goal is that all English learners will make progress in listening, speaking, reading and writing in English so they can work to achieve the same high academic standards required by Pinehurst School District students.	Our goal is that all English learners will progress in ELA and math, as measured by local district assessments annually.

Middle 6-8 (required all districts)

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

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

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

Newcomer 6-8 (if applicable)

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

Newcomer 9-12 (if applicable)

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

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

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

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. **(*districts with fewer than 20 enrolled ELs may enter N/A)**

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
NA	NA

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.	
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.	
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.	Pinehurst 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.	

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):	Students receive core ELA and math instruction with their peers. If available, translation materials may be made available to students to enhance their understanding (i.e. present core materials in their native language), materials will be scaffolded for students to access, use of differentiation (i.e. sentence frames). Students receive pull-out ELD instruction from a licensed teacher with an ESOL	Students receive core ELA and math instruction with their peers. Students receive small-group or individual push-in support during core academics as needed, and focus shifts to explicit writing instruciton. Students receive pull-out ELD instruction from a licensed teacher with an ESOL endorsement for at least 20 minutes per day, 4 times per week. Students are provided with graphic organizers and teacher-guided modeling to analyze texts,	Students receive core ELA and math instruction with their peers, emphasizing small group discourse, critical thinking, and expanded vocabulary. Students receive differentiation and support as needed during core instruction. In order to address gaps in foundational skills, students receive pull-out instruction from a licensed teacher with an ESOL endorsement up to 20 minutes per day, 4 times per week.

	endorsement for at least 20 minutes, daily. Lessons emphasize building core vocabulary, listening comprehension, and speaking in simple sentences.	emphasizing the use of academic vocabulary, grammar, and how to express complex ideas.	
Core ELD Instructional Materials	Our district uses EL Achieve to support language development. The Systematic ELD framework is research-aligned and provides teaching strategies for learners to access our core materials (Amplify CKLA and UFLI for phonics).	Our district uses EL Achieve to support language development. The Systematic ELD framework is research-aligned and provides teaching strategies for learners to access our core materials (Amplify CKLA and UFLI for phonics).	Our district uses EL Achieve to support language development. The Systematic ELD framework is research-aligned and provides teaching strategies for learners to access our core materials (Amplify CKLA and UFLI for phonics).
Supplemental ELD Instructional Materials	Various books depending on subject matter	Various books depending on subject matter	Various books depending on subject matter

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

	(0-2 years in program)	(2-5 years in program)	(5+ years in program)
ELD Instruction Service Model(s)	N/A	N/A	N/A
Core ELD Instructional Materials	N/A	N/A	N/A
Supplemental ELD Instructional Materials	N/A	N/A	N/A

High School English Language Development Instructional Services

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

	Beginning Level **(0-2 years in program)**	**Intermediate Level** **(2-5 years in program)**	**Long-Term English Learners (LTELs)** **(5+ years in program)**
ELD Instruction Service Model(s)	N/A	N/A	N/A
Core ELD Instructional Materials	N/A	N/A	N/A
Supplemental ELD Instructional Materials	N/A	N/A	N/A

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.)

N/A

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.

   At registration the student is given the registration packet which requests the following information: ethnicity, race, place of birth. The student is also given the Home Language Survey

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

Course Layout: This course is designed by strands. At this time there are seven basic strands that are woven into any given semester. The exact timing of when each strand is covered depends on the students and the dynamics of the group. The amount of time spent on each strand varies according to who is in the class at any given time. Throughout the course, the four areas of English language development (reading, writing, speaking and understanding) are stressed. Below is a short description of each of these strands.

Newcomer Strand: The Newcomer Strand is designed for students who have had very limited exposure to English. The new student is run through a basic survival English program. For example, kids learn to ask to go to the bathroom, to identify basic classroom objects, to express their lack of understanding, etc.

Whole Language Strand: This strand covers oral reading by the student, listening to stories read by the teacher, reading chorally, reading and reciting poetry, total physical response activities (TPR), and playing with words in a variety of ways. Basically the student is exposed to the language in many different ways so that language acquisition may begin.

Phonics Strand: The phonics strand is designed to teach the student the letters and letter sounds of the English language. Phonics is taught when the student is ready for this instruction and in conjunction with reading comprehension.

English "Skills" Strand: This strand emphasizes basic language skills such as subject and predicates, punctuation, spelling, topic sentences, supporting sentences, possessives, dictionary skills, suffixes, prefixes, contractions, skimming, using an encyclopedia, using an atlas, distinguishing between fact and opinion, etc. Contrastive grammatical analysis is a component of this strand. Students are placed at the appropriate level depending on their skills.

Reading Comprehension Strand: This strand emphasizes reading comprehension skills and vocabulary development. Students read passages and answer questions regarding the passages. Students develop their vocabulary and learn about reading comprehension skills such as making inferences, distinguishing between

facts and inferences, predicting outcomes, sequencing, understanding main ideas, and supporting details, cause and effect, point of view, plot, conflict, resolution, characterization, etc.

Writing Strand: In this strand students study the five standard writing modes: persuasive, narrative, expository, descriptive, and imaginative. Students learn the basic writing process which includes prewriting activities, writing a rough draft, reading aloud, revising and editing, and making a final draft. Beginning students work to make their ideas comprehensible whereas more advanced pupils focus on the six basic writing traits: ideas and content, organization, voice, word choice, sentence fluency, and standard writing conventions. Compositions done in this class vary in length from a few sentences to five pages long. The idea behind this strand is that students learn basic writing concepts which apply to writing in any language, and that they apply these to English more and more as they gain fluency in English.

Content Area Strand: This strand serves as a back-up tutorial designed to help students with content-area material from their mainstream classes. Teachers adjust curriculum to an appropriate level for their students. Sometimes it is appropriate for students to spend time in their ELL class working on assignments from their other classes. The ELL teacher sets aside class time for this purpose.

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

	Number of ELD teachers and their qualifications	Number of ELD Instructional Assistants	Describe other staff who work with ML/EL students (if applicable)
Elementary School(s)	**1 Multi-grade teacher (K-6) who holds an ESOL endorsement**	**0**	**2 classroom instructional assistants (not solely for ELD), 1 PE teacher**
Middle School(s)	**0**	**0**	**0**
High School(s)	**0**	**0**	**0**
Charter School(s)	**0**	**0**	**0**

Alternate Program/ School(s)	**0**	**0**	**0**

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?

   Pinehurst remains committed to the ongoing work of aligning our workforce with the rich, diverse demographics of our student body, despite our small/limited size. Currently, our recruitment and hiring strategies prioritize:

   - Demographic alignment: We actively evaluate our staff-to-student demographics. We acknowledge that the percentage of bilingual/bicultural staff in leadership and/or instructional roles remains limited, and does not yet fully mirror our current EL student population (2 students out of 10).
   - Community-based hiring: When vacancies arise, we prioritize local applicants from our small, rural community.

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**
All educators and specialists will all play a critical role in creating an environment of success. The team will meet weekly to discuss content standards and student needs. Staff will share information on the student's background and education in order to develop explicit language objectives for lessons.	*N/A*

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. **(*districts with fewer than 20 enrolled ELs may enter N/A)**

NA

10. Indicate what the focus for professional development will be in the coming two years. [multiple choice, check all that apply]
    - ☐ Integrated ELD – Collaborative Co-Teaching
    - ☐ Dual language program implementation/improvement
    - ☐ Newcomer/Recently arrived students
    - ☐ Multilingual family engagement and communication
    - ☑ Language acquisition strategies
    - ☐ ELP progress monitoring/Data analysis
    - ☐ Racial equity
    - ☑ Culturally and linguistically responsive practices
    - ☑ Culturally Responsive Instructional Pedagogy and Practices
    - ☐ Other (write in)

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

Professional development priority	Staff role/position	Staff experience level	Other identified criteria
Culturally and linguistically responsive practices	Classroom Teacher, support staff	Entry Level	
Culturally Responsive Instructional Pedagogy and Practices	Classroom Teacher, Support Staff	Entry Level	
Language Acquisition Strategies	Classroom Teacher		

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) ___District Test Coordinator_____

Training

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

   The annual training process for test administrators is managed by the District Test Coordinator and involves training every staff member who administers the tests.

Accommodations

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

   The IEP/504 team's decision regarding accommodations for state and district-wide assessments are clearly documented in the student's IEP or 504 plan. The Special Education Teacher will inform the District Test Coordinator of the accommodations and the DTC will enter the accommodations in TIDE.

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:	**iReady**	**Woodcock Munoz Language Survey**
Middle School:	**N/A**	**N/A**
High School:	**N/A**	**N/A**

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

8. Describe the routine employed to monitor students' progress towards demonstrating language proficiency and students' progress towards demonstrating proficiency of content standards. **(*districts with fewer than 20 enrolled ELs may enter N/A)**

    NA

Resources for Assessment and Progress Monitoring

- Test Administration Manual
- Oregon Accessibility Manual
- ELPA Screener Manual

Section 4. Monitoring Exited Students

Legal Requirements and Guidance for Progress Monitoring for Excited Students

- School districts must exit students who score proficient on the annual ELPA summative assessment. (ESSA section 3113(b)(2))
- School districts must monitor exited students for four years following their exit to determine that the student continues to be able to access academic content. The

monitoring must be of sufficient frequency for the district to provide interventions if needed. (ESSA section 3121(a)(5)) (Dear Colleague Letter, Section H)

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

District Plan

1. Describe the district's process for returning a monitored student to the EL instructional program.
   On review of report cards, if an exited ELL student is not making adequate academic progress across all content areas, the ELL coordinator or designee interviews the student and/or his/her parent(s)/guardian(s) and/or teacher(s) and/or counselor(s) in order to determine whether the lack of success of any former ELL student is due to the student's previous LEP status or other factors unrelated to the student's English language proficiency. If the student's lack of success is due to the student's previous LEP status, the student is assessed and, if necessary, re-enrolled in the ELL Program, following parents/guardian prior consent. All records regarding student re-entry into the ELL Program are maintained by the ELL Coordinator in the ELL office

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

   Every consideration is given to making sure the student is truly ready to handle the academic workload he/she will experience upon exit from the ELL Program. In accordance with federal and state requirements, our district maintains a rigorous monitoring process for students who have exited after demonstrating proficiency on the ELPA. We employ a tiered monitoring system to track students' academic success through tri-annual academic reviews (at the end of each grading period). Our classroom teacher monitors student progress through formative and summative assessments. We analyze district and state assessment data annually. If a student begins to show a

consistent decline in academic performance, the monitoring process is elevated to determine if the issue is linguistic or academic in nature. We remain in active communication with families during the monitoring period. Parents/guardians receive notification at the time of initial monitoring, and we maintain open dialogue if any concerns arise regarding the student's academic 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

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.

Student progress is monitored in several ways. Student grades, district benchmark assessments and state standardized tests are measures of academic progress of exited students.

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).

When a parent/guardian opts to waive participation, the district maintains a commitment to ensuring that those students continue to receive an equitable education. Although these students are not receiving direct EL services, they are still considered English Learners and we monitor their progress through tri-annual academic reviews (review of report cards and benchmark scores), classroom-level monitoring, and the ELPA to assess the student's continued language growth.

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

If the school feels that the child is not ready to exit from the ELL Program, a meeting is arranged.
-This meeting may include the parent(s)/guardian(s), the student's teacher, a school counselor, the ELL Coordinator, and, at the elementary level, the school principal.

-The purpose is to discuss concerns about exiting the student prematurely from the ELL Program.

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:	*2 out of 10*	*1 out of 10*
Former EL students:	*0*	*0*
Current EL students:	*0*	*0*
Monitored EL students:	*0*	*0*

	Proportion of students enrolling in AP/IB courses.	Proportion of students enrolling in college credits.	Proportion of students earning a diploma.		Proportion of students enrolling in CTE courses
			Regular	Modified	
Never EL students:	*N/A*	*N/A*	*N/A*	*N/A*	*N/A*
Former EL students:	*N/A*	*N/A*	*N/A*	*N/A*	*N/A*
Current EL students:	*N/A*	*N/A*	*N/A*	*N/A*	*N/A*
Monitored EL students:	*N/A*	*N/A*	*N/A*	*N/A*	*N/A*

	Proportion of students completing AP/IB courses. (district to pull this data)	Proportion of students completing college credits. (district to pull this data)	Proportion of students earning a Seal of Biliteracy/Multiliteracy (provided in data packet)	Proportion of students completing CTE courses (district to pull this data)
Never EL students:	*N/A*	*N/A*	*N/A*	*N/A*
Former EL students:	*N/A*	*N/A*	*N/A*	*N/A*
Current EL students:	*N/A*	*N/A*	*N/A*	*N/A*

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

   Students may be referred by school staff, parents, peers, or any other community member.

   Students must achieve 99th percentile on academic math, academic reading, or intelligence (IG) test.

   Multiple pieces of support are always required. No single test is enough to qualify.

   Anecdotal records are used as supporting evidence.

   A minimum of three pieces of evidence needed to qualify in areas of math or reading.

Students may also qualify on potential academic math, potential academic reading, or potential intelligence (IG).

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

   A. All Special Education referrals for ELL students go through a pre-referral process at the individual building level. The ELL Coordinator is involved in this pre-referral process.

   B. The purpose of this pre-referral process is to attempt to determine whether the problems the child is having are caused by the fact that English is his/her second language rather than caused by a true learning disability. An outline of the Special Ed Pre-referral process is on file in the ELL Office.

   C. After the above pre-referral process is completed, a team meeting is held.

   This meeting includes the ELL Coordinator, the child's ELL teacher, at least one of the child's classroom teachers, at least one representative from the Special Education Department, and the child's parent(s)/guardian(s).

   The purpose of this meeting is to decide whether or not the child should be referred to the Special Education Department for a formal Special Education Evaluation.

4. Describe the district's pre-referral SPED process for EL students, including:
   - Assessment considerations
   - Parent/guardian interviews
   - Student educational history
   - MTSS/RTI process
   - Etc...

   A. All Special Education referrals for ELL students go through a pre-referral process at the individual building level. The ELL Coordinator is involved in this pre-referral process.

   B. The purpose of this pre-referral process is to attempt to determine whether the problems the child is having are caused by the fact that English is his/her second language rather than caused by a true learning disability. An outline of the Special Ed Pre-referral process is on file in the ELL Office.

C. After the above pre-referral process is completed, a team meeting is held.

This meeting includes the ELL Coordinator, the child's ELL teacher, at least one of the child's classroom teachers, at least one representative from the Special Education Department, and the child's parent(s)/guardian(s).

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

   NA

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

   N/A

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.

   N/A

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. **(*districts with fewer than 20 enrolled ELs may enter N/A)**

   NA

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

   All students, regardless of their language, have access to participate in extra-curricular activities.

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?

    N/A

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. **(*districts with fewer than 20 enrolled ELs may enter N/A)**
    NA

12. Identify policies and practices that can dismantle oppression, marginalization, and harm that currently exists. **(*districts with fewer than 20 enrolled ELs may enter N/A)**

    NA
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? **(*districts with fewer than 20 enrolled ELs may enter N/A)**

    NA

Resources for Equitable Program Access

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

Section 6. Family Engagement and Communication

Legal Requirements and Guidance for Family Engagement and Communication

- Districts are required to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners (ESSA Sec. 3113(b)(2))
- Parents/guardians must be notified within 30 calendar days of their student being identified as EL by communication in a language parents/guardians can understand (ESSA Title I, Section 1112(e)(3)(A)
- Parents/guardians must be informed annually of their child's progress (ESEA/ESSA Title I, Section 1112(e)(2)(A), DCL Fact Sheet

- Multilingual learners are authentic partners in state and local decision-making that directly impacts them and their communities. Oregon Multilingual Learner Strategic Plan - Priority 1, Goal 1
- Families, caregivers, and communities are engaged as authentic partners in informed decision-making and advocacy to ensure the success of multilingual learners. Oregon Multilingual Learner Strategic Plan - Priority 1, Goal 2

District Plan for Family Engagement and Communication

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

   The district wants to hear any concerns parents/guardians have, listen to their suggestions, and answer their questions, etc. at any time.
   Whenever a formal evaluation of the ESL Program is done, parents are given the opportunity to participate by filling out a questionnaire in their language or English. They are asked for their input on various aspects of the ELL Program. Copies of the questionnaire are on file in the ESL Coordinator's Office.

   Informal participation by parents is always encouraged. ELL Program staff and other school employees make an ongoing effort to engage and communicate with our ELL Parents. Our goal is for parents of ELL students to feel welcome and comfortable in our schools. They are actively encouraged to communicate with their children's teachers, the principal, or anyone else they might wish to see.

2. Describe what engagement opportunities the district provides for EL students to inform program decisions, curriculum adoptions or funding decisions. **(*districts with fewer than 20 enrolled ELs may enter N/A)**

   NA

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

   Our district uses Remind to communicate with all families. Additional training and/or language services are available to families if needed. We do not currently have any families who require language translation services or communication support.

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.

   -By phone or in person by the designee.
   -In writing with the Title I-A Parent Notification Letter.

   Pinehurst School District contracts with Southern Oregon ESD for all interpreter services, if required.

5. Describe how the district informs parents/guardians about the availability of free language assistance services, including qualified interpreters and translators. **(*districts with fewer than 20 enrolled ELs may enter N/A)**
   NA

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

   The district will ensure its interpreters and translators have knowledge of specialized educational terms and concepts through competencies, mandatory training and on-going professional development.

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 EL plan will be published on the district website and included in the student and staff handbook.

8. Describe how the district differentiates community engagement support and strategies for various EL communities served. **(*districts with fewer than 20 enrolled ELs may enter N/A)**

   NA

Resources for Family Engagement and Communication

- ODE Community Engagement Toolkit
- OELA (Office of English Language Acquisition) Family Toolkit

- Regional Education Laboratory Toolkit of Resources for Engaging Families and the Community as Partners in Education. Part 1: Building an Understanding of Family and Community Engagement
- MTSS4ELS Fostering Collaborative Partnerships With Families of English Learners Within a Multitiered System of Supports

Section 7. Program Evaluation

Legal Requirements and Guidance for Program Evaluation

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

District Plan

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

   The district will assess the specific needs of it's ML/EL population to determine appropriate goals and then there is an ELD program review including materials and qualified teachers. The team will review the data results and assess which program objectives have been achieved. The EL Coordinator will monitor students who have exited the program to ensure that they are successful.
2. Describe who participates in evaluation of services for multilingual learners, including engagement of multilingual students and families in data collection, analysis, and interpretation.

   School administration is responsible for overseeing the evaluation and ensuring the EL program is compliant. Teachers and other educators will provide insight into the students' performance. School specialists, ELP, reading specialist and family liaisons will address areas that are affecting the EL student.

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

   We are a small rural K-6 school with a student population of 10. The school can go years without any EL students and when an EL student does enroll the school will assess the materials to ensure the materials meet the current state standards, due to our remote location we typically retain an EL student for only a month or two. With the teacher shortages we are having a difficult time at finding licensed EL teachers and when we train a staff member to meet the needs of our EL students, the EL teacher may end up finding employment elsewhere due to the location of the school and pay salary.

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 .