



ML/EL DISTRICT PLAN

SILETZ VALLEY SCHOOL



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INTRODUCTION

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

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

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

BACKGROUND

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

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

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

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

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

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

EL OUTCOMES PROGRAM (HB 3499)

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

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

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

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

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

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

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

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

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

ORGANIZATION OF THE TEMPLATE

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

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

DISTRICT ASSURANCES: [SMARTSHEET LINK](#)

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

SECTION 1. IDENTIFICATION OF MULTILINGUAL ENGLISH LEARNERS

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

SECTION 2: INSTRUCTIONAL PROGRAMMING AND STAFFING

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

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

SECTION 3. ASSESSMENT AND PROGRESS MONITORING FOR CURRENT STUDENTS

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

SECTION 4. MONITORING EXITED STUDENTS

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

SECTION 5. EQUITABLE PROGRAM ACCESS

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

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

SECTION 6. FAMILY ENGAGEMENT AND COMMUNICATION

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

The district provides language assistance to parents/guardians with appropriate, competent staff or appropriate and competent outside resources.	X	
The district: Does not use students, siblings, friends, minors, and untrained staff members as qualified translators or interpreters, even if they are bilingual. All interpreters and translators, including staff acting in this capacity, are: <ul style="list-style-type: none"> ● 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.		In process
The district annually reviews the EL exiting process and addresses any concerns related to its implementation.		In process
The district annually reviews its monitoring process for exited and waived ELs to ensure that the district has followed its monitoring processes.		In process
The district has addressed any identified concerns related to the implementation of the process.		
The district annually reviews its staffing for the ML/EL instructional program to determine: Language diversity of the students and the number of staff supporting the language diversity.	X	

<p>Ethnic diversity of the students and number of staff with similar ethnic diversity.</p> <p>Bilingual abilities of the staff.</p> <p>The district has addressed any identified needs.</p>		
<p>The district annually reviews its instructional materials for the ML/EL instructional program to determine:</p> <p>Instructional materials support ethnic diversity of enrolled students.</p> <p>Multicultural instructional materials are available for all content areas.</p> <p>Instructional materials are supportive of multilingual diverse cultures and communities.</p> <p>The district has addressed any identified needs.</p>		<p>need assistance choosing curriculum</p> <p>Independent adoption - LCSD old adoption that we can use?</p>
<p>The district annually reviews the ML/EL student population and determined any changes in instructional needs due to:</p> <ul style="list-style-type: none"> ● 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	
<p>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.</p> <p>The district has addressed any identified needs.</p>	X	
<p>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).</p>	X	
<p>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.</p>	X	
<p>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.</p>	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.		not enough EL students
The district annually compares attendance rates for ELs and compares these rates to Never ELs.		not enough EL students
The district annually compares discipline data for ELs and Never ELs.		not enough EL students
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.

Our district uses the approved ODE Language Use Survey as part of the online student registration process. All families are presented with the Language Use Survey during initial enrollment, which includes the required language background questions, including Question 4 about language preference. Chromebooks are available at school sites for families needing support with online registration.

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, Principal, Title coordinator)
 - 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 Principal and Title Coordinator receive daily emails from our Student Information System (Synergy) containing all newly submitted Language Use Surveys. If a student is new to U.S. schools and the Language Use Survey indicates a language other than English, staff will refer to the ODE-approved Language Use Survey Rubric to determine if ELPA screening is necessary. If clarification is needed, staff will consult with ODE.

For students not new to U.S. schools, ELD staff gather additional information, such as records reviews, contact with previous schools, SIS number lookups, and/or parent phone calls, before determining the need for screening.

To ensure compliance with the 30-day federal requirement, the district uses two automated features in Synergy:

- Daily emails to Principal and Title Coordinator with new registrations and Language Use Survey data.
- On-screen flags in Synergy that notify ELD teachers of in-district transfers who may need follow-up.

These systems, along with coordination between staff, help ensure all eligible students are screened in a timely and consistent manner.

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

At the start of each year, staff are trained to administer the ELPA Screener. Students who are eligible based on the Language Use Survey are screened within 30 calendar days of enrollment at the beginning of the school year and within 10 school days for mid-year enrollments.

Trained leadership are responsible for:

- Administering the ELPA Screener
- Downloading and revising the students' results
- Recording screener outcomes in Synergy, the district's information system
- Creating and maintaining the student's EL file, where screening documentation is securely stored

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]

Each year, during ELPA Screener training, ELD staff receive guidance on the purpose and appropriate use of the Oregon Language Use Survey (LUS) and the approved LUS Rubric. This includes how to interpret responses and determine screener eligibility. Throughout the year, as new students enroll, ELD staff collaborate to review individual LUS responses and apply the rubric, reinforcing their understanding through ongoing, real-time application and support.

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.

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 with a confirmed or suspected disability is unable to access the ELPA screener, the district uses the "Potential EL" designation, pending further determination. This process involves collaboration between the student's family, the leadership team, and the Special Education team.

During the period, the student is identified as a potential English Learner (Code 2 J). Staff work together to build an understanding of the student's needs and determine appropriate accommodation of domain exemptions, based on existing ODE guidance, to support equitable assessment access.

Once evaluated, the student's designation is updated with parent input, and the necessary supports are implemented either through continued screening with accommodations, domain exemptions, or formal identification as an English Learner if appropriate.

Resources for Identification of English Learners

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

SECTION 2. INSTRUCTIONAL PROGRAMMING AND STAFFING

Legal Requirements and Guidance for High Quality Instructional Programming

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

- Districts must ensure that it is providing appropriate licensed staff, instructional materials, supplies and materials to support their EL instructional program under the [OAR 581-023-0100 \(4\)](#).
- Districts must address the Title III purposes under [ESSA SEC. 3102.Title III \[20 U.S.C. 6812\]](#) with regard to implementation of the EL instructional program and professional learning.
- Districts must ensure that their instructional program is supported by educators whose licenses and endorsements meet these TSPC OARs. OAR [584-220-0075](#) English to Speakers of Other Languages Endorsement Requirement and OAR [584-210-0160 \(2\) \(a\)](#) Teaching assignments that exceed 10 hours per week in one subject-matter area without the appropriate subject-matter endorsement. – Endorsement Requirement
- Districts are required under [ESSA SEC. 3116 Title III. \[20 U.S.C. 6826\]](#) to ensure that all educators in any language instruction education program are fluent in English and any other language used in instruction. Fluent refers to both oral and written communication.
- Oregon districts recruit, hire, retain, and advance multilingual educators of color who mirror the intersectional identities of students designated as English learners. [Oregon Multilingual Learner Strategic Plan](#) - Priority 3, Goal 1
- In-service teachers, administrators, and school staff members engage in ongoing, high-quality professional learning to support multilingual learners. [Oregon Multilingual Statewide Strategic Plan](#) - Priority 3, Goal 3

District Plan

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

Elementary K-5 (required all districts)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)
All Identified ELLs will progress in at least one domain per year.	Using STAR data three times per year, students will make progress throughout the year.

Middle 6-8 (required all districts)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)
All Identified ELLs will progress in at least one domain per year.	Using STAR data three times per year, students will make progress throughout the year.

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

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)	Graduation Goal
All Identified ELLs will progress in at least one domain per year.	Using STAR data three times per year, students will make progress throughout the year.	Our goal is that all students will graduate within their allotted timeframe.

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.

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

District Data Profile and Longitudinal Data Profile

EL Outcomes Program Indicators

Elementary Indicators	Secondary Indicators
n/a	n/a

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)
<p>Dual Language Program (Two-way or one-way):</p> <p>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.</p>	None
<p>Transitional Bilingual Programs (Early or late exit):</p> <p>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.</p>	None
<p>Sheltered Instruction (English is the primary language of instruction):</p> <p>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.</p>	SVS (K-12)
<p>Newcomer Program:</p> <p>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.</p>	None

- 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'	<p>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.</p> <p>The following educators may provide this instruction:</p> <ul style="list-style-type: none"> 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. <p>Students' progress with language proficiency is monitored by both the ELD specialist and the core-content or general education teacher.</p>
Designated ELD 'pull-out'	<p>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.</p>
Designated ELD Class Period	<p>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.</p>
Newcomer ELD	<p>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.</p>

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.

SVS elementary students are grouped into small, skill-based groups according to their instructional needs. Within each classroom, students receive tiered instruction to support their language development and academic growth.

English Language Development (ELD) instruction is provided through a combination of both **designated** and **integrated** ELD models. The implementation of these models varies based on student needs, available staffing, and scheduling considerations. This flexible, student-centered approach allows educators to respond to the diverse language levels and academic needs of elementary students. Instruction may occur through both **push-in** and **pull-out** models, ensuring that students receive targeted support while also remaining connected to core classroom instruction. Designated small-group instruction will provide focused opportunities for students to strengthen language skills, build confidence, and access grade-level content more effectively.

	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):	A combination of Designated ELD (when appropriate) and integrated ELD (when possible). For LTELs progressing to higher levels of language proficiency, there is an emphasis on Integrated ELD (when possible) in the general classroom	A combination of Designated ELD (when appropriate) and integrated ELD (when possible). For LTELs progressing to higher levels of language proficiency, there is an emphasis on Integrated ELD (when possible) in the general classroom	A combination of Designated ELD (when appropriate) and integrated ELD (when possible). For LTELs progressing to higher levels of language proficiency, there is an emphasis on Integrated ELD (when possible) in the general

	through co-teaching or co-planning with a specialist.	through co-teaching or co-planning with a specialist.	classroom through co-teaching or co-planning with a specialist.
Core ELD Instructional Materials	Zoo phonics, Waterford ELL edition, mClass intervention, Reading Phonics. CKLA Amplify	Zoo phonics, Waterford ELL edition, mClass intervention, Reading Phonics. CKLA Amplify	Zoo phonics, Waterford ELL edition, mClass intervention, Reading Phonics. CKLA Amplify
Supplemental ELD Instructional Materials	n/a	n/a	n/a

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.

SVS middle school students are placed into small, skill-based groups according to their instructional needs. Within each classroom, students receive tiered instruction to support their language development and academic growth. English Language Development (ELD) instruction is provided through a combination of both **designated** and **integrated** ELD models. The implementation of these models varies based on student needs, available staffing, and scheduling considerations. This flexible, student-centered approach allows educators to respond to the diverse language levels and academic needs of elementary students. Instruction may occur through both **push-in** and **pull-out** models, ensuring that students receive targeted support while also remaining connected to core classroom instruction. Designated small-group instruction provides focused opportunities for students to strengthen language skills, build confidence, and access grade-level content more effectively.

	Beginning Level (0-2 years in program)	Intermediate Level (2-5 years in program)	Long-Term English Learners (LTELs) (5+ years in program)
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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.

SVS high school students are grouped into small, skill-based groups according to their instructional needs. Within each classroom, students receive tiered instruction to support their language development and academic growth. English Language Development (ELD) instruction would be provided through a combination of both **designated** and **integrated** ELD models. The implementation of these models varies based on student needs, available staffing, and scheduling considerations. This flexible, student-centered approach allows educators to respond to the diverse language levels and academic needs of elementary students. Instruction occurs through both **push-in** and **pull-out** models, ensuring that students receive targeted support while also remaining connected to core classroom instruction. Designated small-group instruction provides focused opportunities for students to strengthen language skills, build confidence, and access grade-level content more effectively.

	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.)

SVS is a charter sponsored by Lincoln County School District. SVS submits their own plan.

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.

Our English Language (EL) Program Model is based on our district's Guiding Principles for Multilingual Learners, which recognizes students' racial, cultural, and linguistic identities as valuable assets. These principles shape our commitment to ensuring that multilingual learners are seen, valued, and supported in meaningful ways that affirm their identities.

Our culturally responsive practices promote student voice, relevance, and high expectations. Through collaborative planning, content teachers and our EL team design lessons that make space for students’ lived experiences and cultural knowledge.

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

The district provides targeted, research-based literacy support to all elementary students, including English Learners, through a multi-tiered system of support (MTSS) that aligns with the Science of Reading and the Oregon Literacy Framework. All students receive 90 minutes of core literacy instruction, including both whole-group and small-group components. Instruction is explicit and systematic, covering phonological awareness, phonics, vocabulary, fluency, and comprehension. In addition, tier two students receive 30 minutes of daily targeted small-group instruction, delivered by the classroom teachers, interventionists, and Title I staff.

In our district, literacy instruction for English Learners intentionally incorporates practices such as oral language development, vocabulary instruction in context, clearly defined language objectives, and structured conversations. These approaches reflect our understanding that language and literacy development are deeply interconnected, and that ELs require support across all language domains to become proficient readers.

Additionally, school teams use benchmarking three times a year and structured meetings to analyze student data, adjust instruction, and ensure literacy supports are responsive to both reading and language proficiency needs.

- 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)	n/a	n/a	n/a
Middle School(s)	n/a	n/a	n/a
High School(s)	n/a	n/a	n/a
Charter School(s)	1	n/a	Title and Special Education
Alternate Program/School(s)	n/a	n/a	n/a

- 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?

[n/a]

- 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 staff are available for regular consultation, observation, and collaboration with content area teachers to support language development and academic success for multilingual learners.	ELD staff are available for regular consultation, observation, and collaboration with content area teachers to support language development and academic success for multilingual learners.

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.

Siletz Valley School is committed to providing high quality professional development that strengthens systems and practices for multilingual learners. SVS participates in SMILE (Science, Math Investigative Learning Experiences) through Oregon State University. Within this program, staff is trained with LaCuKnoS (Language, Culture, and Knowledge-building through Science). LaCuKnoS is a research and education project in partnership with OSU Precollege Programs and the SMILE Program supporting educators and multilingual learners in Oregon's rural classrooms to pursue and succeed in STEM academic and occupational pathways.

Siletz Valley receive professional development in culturally responsive instruction at the start of each school year, and follow up training if necessary.

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
Writing, and Core Instruction	All	All	
Data Analysis	All	Certified Staff	
Math	All	All	

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.

Each year, the district provides required training for staff who administer the ELPA assessments. In August, Title coordinators and necessary admin, are trained to administer the ELPA Screener. In January, they receive training for the ELPA Summative assessment. These sessions are led by the Lincoln County School District Test Coordinator and the Federal Programs TOSA, using the official training materials and guidance provided by the Oregon Department of Education Assessment Office.

Accommodations

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

To determine and report testing accommodations and domain exemptions for the ELPA Summative, our district follows a structured and collaborative process. Test administrators are granted access to TIDE only after submitting an ELPA Summative Planning Document to the District Test Coordinator (DTC) and the Federal Programs TOSA. This document includes required information about each student's accommodations and any potential domain exemptions.

Accommodations and exemptions are determined by the student's IEP team, with collaboration between the Title Coordinator and Special Education staff. The district uses

the Oregon Accessibility Manual and ODE’s Guidance on Domain Exemptions to ensure all decisions are aligned with state expectations and reflect the individual needs of students.

Universal supports such as extended time and quiet location are accommodated at each site and required part of the planning document. Students are given multiple test opportunities to complete the ELPA.

Progress Monitoring

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

	Academic Assessments	Language Assessments
Elementary:	Waterford, Star, HMH Math and DIBELS mClass	n/a
Middle School:	Star, HMH	n/a
High School:	Star	n/a

- 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

- 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.

For English learners, the annual English Language Proficiency Assessment (ELPA) is a crucial benchmark for evaluating progress. However, since the ELPA is administered only once a year, the data becomes outdated by the time it is reviewed, making it challenging to make timely instructional decisions. While district and school teams analyze ELPA data to identify trends and long-term growth, there is a clear need for more immediate and actionable insights.

To address this, SVS conducts district-wide data reviews benchmarking students three times a year. These reviews focus on key indicators such as attendance, behavior, reading and math proficiency, on-track rates for 9th and 12th grades, and classroom walkthrough data. Data is consistently disaggregated for English Learners to ensure their progress is visible and their needs are addressed. These reviews help identify patterns, celebrate student growth, and guide strategic adjustments to instruction and support to ensure multilingual learners have equitable access to and success in grade-level content.

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.

Re-entry into the EL program is rare and considered only when a monitored student who has exited EL status is not making adequate academic progress due to ongoing language-related needs.

In our district, classroom teachers regularly review the progress of all monitored students using multiple data sources. If concerns arise, a multidisciplinary team, including the Special Education teacher, classroom teachers, support staff, and administrators, will be assembled. The team carefully considers whether the student's academic challenges stem from English language proficiency or other learning or environmental factors.

If the team determines that language development needs persist and that the student would benefit from renewed EL program services, the district initiates a formal re-entry process. The team, which must include the parent and their consent for re-entry, clearly documents the rationale for re-entry and aligns the student's services with their current language proficiency level.

All decisions are made in alignment with federal and state guidance and with a focus on ensuring that students receive the support they need for language and academic success.

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

Students who have exited the English Language (EL) program are regularly monitored to ensure their continued academic success. In the first two years after exiting, monitoring takes place four times a year. In years three and four, monitoring occurs twice a year. If teachers identify ongoing areas of concern for these students after the first two years, they will be monitored quarterly, regardless of how long it has been since they exited the program.

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.

When monitoring evidence indicates that a student who has exited from ELD services needs additional support, our district provides targeted instructional support through a collaborative, data-informed process.

The Principal will partner with classroom and content teachers to ensure that exited students continue to receive the support necessary for academic success. Using a monitoring cycle to review student performance data. This includes celebrating areas of growth and identifying trends or factors contributing to challenges for individual students.

Based on these findings, the Principal will share results with relevant staff in collaboration with teachers. Together, they discuss strategies to strengthen classroom support. These may include:

- Scaffolds and strategies from 7 Steps to a Language-Rich Interactive Classroom
- Graphic organizers or sentence stems
- Small group instruction
- Adjustments to assignments or assessments

Exited EL students are also included in the school-wide Multi-Tiered System of Supports (MTSS). At a minimum, student data is reviewed three times per year, with more frequent discussions (up to nine times annually) based on student need.

Sites collect and analyze data, including academic performance, behavior (major and minor incidents), and attendance. Grade-level teams use this data to identify students who may require additional support to determine appropriate Tier 2 or Tier 3 interventions.

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 on waivers are monitored using the same process as ELs who have exited (using the Ellevation platform).

Waived EL students are also included in the school-wide Multi-Tiered System of Supports (MTSS). Their data is reviewed at least three times per year, with additional reviews as needed.

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

Parents/guardians of students on waivers receive their child's ELPA scores each June, along with quarterly report cards. The principal regularly collaborates with classroom and content teachers to monitor the progress of students who have been waived from EL services. If concerns arise, families are contacted to discuss their students' academic needs. Annually, families are contacted to discuss options regarding our program models and the opportunity to return to services.

Resources for Progress Monitoring for Exited Students

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

SECTION 5. EQUITABLE PROGRAM ACCESS, POLICIES, AND PRACTICES

Legal Requirements and Guidance for Equitable Program Access

- Districts must identify, locate, and evaluate English Learners with disabilities in a timely manner and intake [ESSA](#); U.S. Department of Justice & U.S. Department of Education, 2015 [ESSA](#); U.S. Department of Justice & U.S. Department of Education, 2015. Districts must consider the English language proficiency of ELs with disabilities in determining appropriate assessments and evaluation materials.
- [Individuals with Disabilities Education Act \(IDEA\)](#) and [Section 504 of the Rehabilitation Act of 1973 \(Section 504\)](#)
- A student with an IEP or 504 may be exempt from up to three domains of the ELPA and this decision must be made by the student's IEP or 504 team. The team must include staff that understand second language acquisition.
- [ESSA](#); U.S. Department of Justice & U.S. Department of Education, 2015

- [English Language Proficiency Assessment Guidance](#) – this web page includes guidance for the ELPA summative and Alt ELPA assessment.
- Districts offer early college high school, or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.
- [ESSA Title III \(SEC. 3115. \[20 U.S.C. 6825\]\)](#)
- Students designated as English learners have equitable access to grade-level academic courses, accelerated learning, career connected learning opportunities, and enrichment opportunities. [Oregon Multilingual Learners Strategic Plan](#) - Priority 2, Goal 4
- Newcomers and students with limited or interrupted formal education are welcomed and integrated into Oregon schools and provided with the academic and social and emotional learning support they need to succeed. [Oregon Multilingual Learner Strategic Plan](#) - Priority 2, Goal 5.

District Plan

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

Student Group	Proportion of students in Special Education	Proportion of students in TAG
<i>Never EL students:</i>	0%	0%
<i>Former EL students:</i>	0%	0%
<i>Current EL students:</i>	0%	0%
<i>Monitored EL students:</i>	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	
<i>Never EL students:</i>	0%	0%			
<i>Former EL students:</i>	0%	0%			
<i>Current EL students:</i>	0%	0%			
<i>Monitored EL students:</i>	0%	0%			

	Proportion of students completing AP/IB courses. (district to pull this data)	Proportion of students completing college credits. (district to pull this data)	Proportion of students earning a Seal of Biliteracy/Multiliteracy (provided in data packet)	Proportion of students completing CTE courses (district to pull this data)
<i>Never EL students:</i>	0%	0%		
<i>Former EL students:</i>	0%	0%		
<i>Current EL students:</i>	0%	0%		

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

The TAG screening process uses multiple measures to identify student potential. These indicators include standardized test scores, benchmark assessments, nonverbal ability tests, ELPA results (particularly when rapid language acquisition is observed), achievement tests, and caregiver or teacher questionnaires. Students may qualify if they score at or above the 94th percentile, or at or above the 90th percentile when documented barriers to performance are present. Barriers may include receiving instruction in a language other than the student’s home language or being identified as an English Language Learner.

Students may also be referred by teachers or caregivers based on classroom performance or assessment data. The principal and TAG coordinators then gather additional evidence, which may include further assessment with caregiver consent. All decisions and supporting documentation are maintained in the student’s cumulative file. TAG services focus on differentiated instruction aligned with each student’s identified area(s) of giftedness. Caregivers, the principal, TAG coordinators, and teachers work together to develop an individualized TAG plan, which is reviewed and updated annually to reflect student progress and needs.

Multilingual students are equitably included in SVS TAG screening, identification, and programming. During the eligibility review, teams carefully consider potential barriers, such as instruction not delivered in a student’s home language, to ensure that multilingual learners are accurately identified and appropriately supported.

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

Principal, teachers, and Special Education teachers collaborate to design the most appropriate program models for each student. This may include a combination of Integrated and Designated ELD, along with other instructional approaches tailored to the student's language development and specialized learning needs.

Individualized Education Plans (IEPs) for dually identified students are developed with staff input to ensure alignment between language development goals and special education services. Teachers contribute to the development of accommodations and ensure that both language acquisition and access to grade-level content are addressed. This collaboration ensures that instruction is meaningful and responsive to the student's linguistic, social-emotional, and academic needs.

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 student may be referred to Special Education either through the district's MTSS process or through a parent referral. When a referral is initiated, a team, which may include the Special Education teacher, district school psychologist, classroom or content area teacher, and principal, meets to review the request.

Students who are Culturally and Linguistically Diverse (CLD) are referred for evaluation in the area of Specific Learning Disability or another eligibility category in which language proficiency may be a factor. LCSD partners with Linn Benton Lincoln ESD (LBL ESD) to conduct the initial evaluation. LBL ESD has bilingual Spanish-English assessors and access to assessment tools in Spanish and other languages. These resources support the team in determining whether a student's learning challenges are related to a disability or are part of the natural process of second language acquisition.

SVS regularly monitors student data to inform intervention decisions through the MTSS process: behavior (major and minor referrals) and attendance. This data is used to identify students who may need additional support, following the district's MTSS flowchart to determine appropriate Tier 2 or Tier 3 interventions.

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

Dual Credit enrollment courses are open to all students in the SVS School District, including English Learner (EL) students. While some of these courses have prerequisites, the district works to ensure equitable access by supporting students who are interested but may not yet meet the requirements. Individualized plans, academic advising, and instructional support help students prepare for and successfully participate in these advanced learning opportunities.

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

Career and Technical Education (CTE) courses at SVS are open to all students, including English Learners. Due to the small size of our school, most elective offerings fall within CTE pathways. As a result, all students at SVS take the necessary CTE courses to graduate.

The Student Success coordinator and principals conduct regular transcript reviews to ensure students are on track to meet the CTE credit requirements for the Oregon State Diploma. If additional credits are needed, students are supported in selecting courses that align with their interests and meet graduation requirements.

CTE courses are open enrollment and driven by student interest. There are no restrictions based on language proficiency, and English Learners are encouraged and supported in accessing any CTE pathway offered in their school.

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.

We have a process in place to support course completion for English Learner (EL) students. At the high school level, a dedicated team meets regularly review data related to students' "on-track" status. For students who may need additional credits or support, individualized plans are developed that may include credit recovery or summer school options.

Student success coordinators and principals, in collaboration with teachers, follow the teachers' guidance outlined in House Bill 2056 to ensure EL students receive appropriate course placement and credit. When new students enroll, the Student Success Coordinator reviews their academic history and discusses available course options.

Transcript reviews are conducted by the Principal, as needed, to determine transferable credits and verify records with previous schools.

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.

Extracurricular activities, including after-school clubs and sports, are open to all students. Because these activities typically occur outside instructional time, participation in EL programming does not create a scheduling conflict. Information about extracurricular offerings is communicated in both English and Spanish to ensure students and families are informed and able to participate.

In addition, enrichment opportunities embedded within the school day, such as electives, are accessible to all students, including English Learners.

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?

Siletz Valley School provides targeted support for newcomers and students with limited or interrupted formal education (SLIFE), ensuring they receive both academic and social-emotional support as they transition into the U.S. school system.

At the elementary level, newcomers are placed in age-appropriate grade levels, and classroom teachers prioritize creating safe, welcoming environments. Instruction emphasizes comprehensible input, helping students access content aligned to their language proficiency. In addition, newcomers may participate in pull-out groups focused on foundational language skills. Principals collaborate with classroom teachers to ensure access to content and consistent routines that support inclusion and learning.

In both elementary and secondary settings, staff may provide individualized support through a gradual release model as students build confidence and develop both language and academic skills. Staff work to cultivate inclusive classroom environments where newcomers can build academic skills and a strong sense of belonging.

Evaluation and Placement of Students with Non-U.S. Schooling Experiences

Siletz Valley School follows a structured and student-centered process to determine grade placement for students with non-U.S. educational backgrounds:

Regardless of grade level, if a student arrives with a school transcript from their country of origin, they are placed in the equivalent U.S. grade level.

If elementary-aged students do not have educational documentation or formal schooling experience, they are placed in a grade level based on birthdate or approximated birthdate. If the age-based placement raises concerns for either the school team or the family, the district uses developmental placement questions to guide the conversation around student needs and classroom fit. In cases requiring flexibility, final placement decisions are made by an Elementary Teaching and Learning Administrator, in consultation with the building principal and district directors.

For middle and high school students without prior documentation or formal schooling, grade placement considers the following: Age and birthdate, Ability to accrue credits toward on-time graduation, Eligibility for extracurricular participation under OSAA guidelines, Responses to developmental placement questions.

Middle school students will not be placed below 6th grade, and high school students will not be placed below 9th grade. Final decisions for secondary placements are made by a Secondary Teaching and Learning Administrator, in consultation with school principals and district directors.

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?

All students, including those currently and formerly designated as English Learners, are informed about the opportunity to earn the Oregon State Seal of Biliteracy. The STAMP test is offered at no cost to any student who wishes to demonstrate proficiency in a partner language. To meet the English language requirement, students may qualify through the OSAS ELA assessment, or alternatively through approved writing work samples. Additionally, our high school has partnered with the local community college to allow students to use an English placement test as an alternative method to demonstrate English proficiency.

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.

We recognize that some current and past practices have created barriers to language development, academic access, and socio-emotional well-being. As a charter school

within the district, SVS does not offer all the same program options as larger schools. However, this also allows us to work more closely with individual students to provide targeted support for English language development and literacy.

Additionally, students may not always see their home languages, cultures, and experiences reflected in instructional materials or school systems, which can impact motivation, confidence, and a sense of belonging. At SVS, we are working to address these barriers by strengthening integrated literacy practices when needed, increasing collaboration between teachers and specialists, and focusing on student-centered support. Since we are a smaller school, we can closely monitor student progress, build strong relationships with families, and tailor literacy and language support to meet the individual needs of each multilingual learner. These efforts help ensure that EL students have equitable access to both language development and meaningful participation in the full school experience.

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

Siletz Valley School is committed to dismantling systems of oppression and marginalization through strengths-based and equity-centered policies and practices that affirm and support multilingual learners. We use our Guiding Principles for Multilingual Learners as a foundational lens through which we make student-centered decisions.

SVS engages in ongoing monitoring of our systems and student outcomes at least three times each year. We review academic achievement, behavior, and attendance data disaggregated by EL status. This intentional review helps us identify and address patterns of disproportionality and implement targeted action plans to ensure more equitable outcomes.

These efforts reflect our belief that equity is not a one-time initiative, but an ongoing commitment to creating inclusive learning environments where all students, especially those who are multilingual, can thrive academically, socially, and emotionally.

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?

A barrier for Siletz Valley School is not having a consistent number of ML/EL students attend the school to keep our procedures and trainings up to date.

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.

SVS is committed to engaging multilingual families and communities as authentic partners in student success. One of our district-wide goals is to strengthen community connections through inclusive and responsive engagement strategies. We actively invite family voice and participation through site councils, climate surveys, and family feedback surveys to inform school and district initiatives.

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

Currently, Siletz Valley School, does not have a formalized process for engaging EL students specifically in program decisions, curriculum adoptions, or funding priorities. However, we recognize the vital importance of elevating the voices of multilingual learners in shaping the systems and supports that impact their education.

Moving forward, we aim to build more intentional structures, such as student voice opportunities, advisory panels, and site-based feedback systems that ensure multilingual learners are included in shaping a more equitable and responsive educational experience.

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?

SVS ensures that parents and guardians have access to their child's academic progress and educational information in their home language. LBLESD will assist school districts if language assistance is needed.

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.

SVS provides contracted translation and interpretation services to ensure equitable communication with multilingual families.

For special education meetings such as IEPs, the district contracts with Linn Benton Lincoln Education Service District (LBL ESD) to provide qualified translators and interpreters. Additionally, LCSD contracts directly with a Mam interpreter to support parent communication during conferences, recognizing the growing number of Mam-speaking families in our community.

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

Lincoln County School District will notify families annually to inform them of the availability of language services (interpretation/translation) free of charge.

At initial enrollment, all families complete the Language Use Survey (LUS), which includes a question about their preferred language for communication and explicitly states that translation and interpretation services are available at no cost. Staff use the reported language preference to coordinate interpretation and translation support as needed.

Families of students who take the ELPA Screener, regardless of whether their child qualifies for English Language Development services, receive an initial Parent Notification Letter (PNL). This letter includes a statement offering interpretation or assistance in understanding the letter, along with contact information for support. For students who do qualify, families receive updated PNLs annually. While the ongoing letters currently do not include a statement about no-cost language assistance, the district is adding it to reinforce equitable communication practices.

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

For IEP meetings, Siletz Valley School has the ability to contract with trained interpreters and translators through the Linn Benton Lincoln ESD, who are specifically qualified in the use of specialized educational terminology and IEP processes. This ensures accurate and effective communication with families about their student's educational needs and services.

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.

SVS plans to share its EL Plan, program, and service information, and student progress with the community in multiple, transparent, and accessible ways. The EL District Plan will be posted on the district website, and hard copies will be available at the school site.

Information about EL programs and services are shared annually through the Parent Notification Letter (PNL), which is sent to all families of students who qualify for EL services. The PNL outlines the instructional models used, student placement, and opportunities for support.

The district is committed to ongoing communication and transparency to ensure families and community members are informed and meaningfully involved in supporting multilingual learners.

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

Siletz Valley Schools (SVS), as a charter school within the Lincoln County School District (LCSD), aligns with the district's commitment to meaningful engagement with multilingual families while adapting these strategies to our smaller school community. Although SVS currently serves very few English Learner (EL) students, we maintain systems and plans in place to support multilingual families if and when they enroll. Our school is located on the Siletz Reservation, and our staff emphasizes cultural awareness, relationship-building, and community trust. Because of our size, we can work closely with families and respond quickly to individual communication and engagement needs.

At the district level, LCSD supports multilingual family engagement through linguistically accessible communication, bilingual staffing, and partnerships with community organizations. With more than 20 languages represented across the district, LCSD provides interpretation and translation services, bilingual family liaisons, and culturally responsive family engagement events. The majority of multilingual families in the district speak Spanish, and LCSD has invested in bilingual staff and family liaisons who help build relationships, support communication between schools and families, and ensure families can access important information in their home language. The district also provides interpretation support for other language groups and offers translated communication during meetings, school events, and important district updates.

At SVS, our approach to community engagement is relationship-centered and responsive to the Siletz community's cultural context. Staff work closely with families through direct communication, personalized outreach, and collaboration with tribal and local community resources. Because SVS is a smaller school, families often have direct access to school leadership and staff, which helps build trust and ensures that communication barriers can be addressed quickly if they arise. If an EL student enrolls, SVS will partner with LBLESD's interpretation services and bilingual staff to ensure families receive information in their home language and feel welcomed and supported.

In addition, SVS prioritizes culturally responsive practices that honor the identities of all students and families. Being located on the Siletz Reservation has strengthened our awareness of the importance of honoring language, culture, and community voice in education. This perspective guides how we plan family engagement opportunities,

communicate with families, and ensure that all students, including potential multilingual learners, feel valued and supported within our school community.

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?

Siletz Valley Schools (SVS), as a charter school within Lincoln County School District (LCSD), follows the district's framework for evaluating the effectiveness of services for Multilingual English Learners while also adapting the process to fit our smaller school context. Our school emphasizes close monitoring of student progress, strong relationships with families, and culturally responsive practices that support diverse learners. Being located on the Siletz Reservation also informs our commitment to honoring students' cultural and linguistic identities while ensuring they receive high-quality academic and language support.

SVS evaluates the effectiveness of services for multilingual learners three times per year by reviewing key indicators, including attendance, behavior, reading and math proficiency, and overall progress toward grade-level benchmarks. Additional indicators may include on-track graduation rates and classroom walkthrough data to understand instructional practices better. This information is disaggregated to examine outcomes specifically for students identified as English Learners. SVS reviews to help ensure that supports and instructional systems are implemented with fidelity. That programming continues to improve based on student needs.

At SVS, evaluation methods are used at the school level through ongoing data review and staff collaboration. Teachers and specialists monitor student progress using literacy and content-area assessments, classroom-based formative assessments, and language development data such as the English Language Proficiency Assessment (ELPA). Staff also review classroom instruction and student engagement to ensure that English Language Development supports are integrated effectively within academic learning.

In addition to academic data, SVS values qualitative feedback when evaluating the effectiveness of ELD programming. Family communication, student participation, and collaboration among educators all contribute to understanding how well services are supporting multilingual learners. Through a combination of district-level systems and SVS's relationship-centered approach, the school continuously evaluates and strengthens services to ensure that multilingual students receive equitable access to learning and meaningful support for language development.

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

At Siletz Valley Schools (SVS), the evaluation of services for multilingual learners involves collaboration among staff and administration.

SVS staff can work closely together to monitor student growth, analyze available data, and adjust instruction to meet students' language and academic needs better. The school values culturally responsive practices and emphasizes relationship-based decision-making, which reflects its location on the Siletz Reservation and its commitment to honoring students' cultures and identities.

Families and students are encouraged to provide input through conferences, communication, and engagement opportunities. Their perspectives play a crucial role in informing how services are reviewed, improved, and strengthened over time.

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

At **Siletz Valley Schools (SVS)**, program evaluation has identified several priority areas for strengthening support for multilingual learners. One area of focus is expanding the use of program models that align with students' English proficiency levels, including increased implementation of Integrated English Language Development (ELD) within content instruction so that language development occurs alongside academic learning. This approach helps ensure students can access grade-level content while continuing to build their English skills.

Another priority is identifying a local or formative language proficiency assessment that provides more timely, actionable information for instructional planning. While the ELPA21 offers important summative data, it does not always provide the immediate feedback needed to guide day-to-day instruction or placement decisions. As a result, SVS and the district are exploring additional assessment tools to help staff better monitor progress and respond more effectively to students' language and learning needs.

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](#) .