Fern Ridge School District ELL plan 2017-2019

District #: Fern Ridge 28J   Date: 2/12/2018

The bolded are changes and/or additional information requested. If, as a district in a consortium, a question does not pertain to the district, just respond with NA. If there is no response to a question, it could result in a 'mark down'. Also included, you will find at the bottom of this document the Signature Page, Title III Assurances, and EL Plan Participants List. All of which are required to be submitted along with the EL Plan.

Section 1: District Demographics

Question #	
1	The size of the district, including number of schools. Response: *The Fern Ridge School District 28J (FRSD) is a 214 square-mile school district located approximately 15 miles west of Eugene-Springfield in Lane County, Oregon. FRSD serves children from the surrounding communities of Elmira, Noti, Veneta, and Walton. FRSD is comprised of two elementary schools, Elmira Elementary and Veneta Elementary (Gr. K-5); one middle school, Fern Ridge Middle School (Gr. 6-8); and one high school, Elmira High School (Gr. 9-12). West Lane Technical Learning Center (WLTLC) is a charter school within the Fern Ridge School District and serves students in grades 9-12. FRSD is a member of the Lane Educational Service District (ESD) Title III Consortium.*
2	The enrollment of the district, please include the data date (i.e., spring membership). Response: *Fern Ridge School District Fall membership for 2017-2018 indicated that we had 1,468 students enrolled.*
3	The district's ethnic diversity (could be percent or number). Response: *The breakdown of our ethnic diversity at Fern Ridge School District is as follows:* *White – 86%* *Black – 1%* *Asian – 1%* *Pacific Islander – 0%* *Native American – 2%* *Multiracial – 3%* *Hispanic – 7%*
4	**The number of different languages represent in your EL population (a chart by language and number of speakers is recommended).** Response <table><tr><td>**Spanish**</td><td>**10**</td></tr><tr><td>**Chinese**</td><td>**3**</td></tr><tr><td>**Vietnamese**</td><td>**1**</td></tr><tr><td>**Russian**</td><td>**1**</td></tr></table>
5	The number and percentage of EL students enrolled in district (could include number per school). Response: *The breakdown of the number and percentage of EL students enrolled in Fern*

	Ridge School District is as follows: *Districtwide – 15 – 1.02%* *Elmira Elementary - 5 - .34%* *Veneta Elementary – 6 - .41%* *Fern Ridge Middle School – 2 - .14%* *Elmira High School – 2 – .14%* *West Lane Technical Charter School - 0*
6	The number of ELSWDs (have an IEP) – provide this information by primary disability. Include number of ELs with a 504 Plan. Response: *Currently, there are no active EL students on IEP's. However, FRSD has six EL's on IEPs in flagged as monitored, exited, declined services, etc.. Three of them are Specific Learning Disability, two of them are Emotionally Disturbed and one is Communication Disorder. No EL's have a 504.*
7	The number of ELs enrolled in the Talented and Gifted program. Response: *There are no EL students in Fern Ridge School District identified as TAG.*
8	A list of the schools, identified by Title I-A Targeted Assisted, Title I School-Wide, **Alternative Programs, Charter schools, CTE, etc.** (districts could choose buildings with specific programs for ELs (i.e., bilingual, two-way, etc.). Response: *Elmira Elementary (Title SWP)* *Veneta Elementary (Title SWP)* *Fern Ridge Middle School (no alternative program, CTE, etc.)* *Elmira High School (CTE, YTP)* *West Lane Technical Charter School (Charter, CTE, YTP)*

District progress for ELs (Districts can choose to put this information in a table)	
9	**The number and percentage of ELs showing growth on ELPA21 from 2015-16 to 2016-17 (disaggregate by all ELs, ELSWD, and ELs identified for 5 or more years).** Response *For the EL's we have data for, we supply the following:* *Three students improved one level in reading = 75%* *One student improved one level in writing = 25%* *Three students improved one level in listening = 75%* *Three students improved one more levels in speaking = 75%* *For the 2016-2017 school year, Fern Ridge had two students who are in their 5th year of ELD.*
10	**The number and percentage of ELs exiting as proficient in 2016-17 (disaggregate by all ELs, ELSWD).** Response: *The number of EL students in Fern Ridge exiting as proficient in 2016-2017 is 1 - .07% Two of those students were ELSWDs.*
11	The number of students in monitoring year 1 status. Response: *Beginning with the 16-17 school year, the number of EL students in Fern Ridge in year 1 status is 1.*
12	The number of students in monitoring year 2 status.

	Response: *Beginning with the 15-16 school year, the number of EL students in Fern Ridge in year 2 status is 3.*
13	**The number of students in monitoring year 3 status.** Response: *Beginning with the 15-16 school year, the number of EL students in Fern Ridge in year 3 status is 4.*
14	**The number of students in monitoring year 4 status.** Response: *Beginning with the 14-15 school year, the number of EL students in Fern Ridge in year 4 status is 3.*
15	**The number of former ELs (not in current EL or monitoring status).** Response: *The number of former EL students in Fern Ridge School District is 6.*
16	The number of students who have re-entered the ELD program after exiting for proficiency. Response: *The number of students who have re-entered the ELD program in Fern Ridge School District is 0.*
17	**The number and percentage of monitored students meeting/ exceeding state academic assessments for each of the four years of monitoring (disaggregated by each year of monitoring for all monitored students and for ELSWDs in monitor status).** Response *Of the 11 students on monitor status, one moved out of district 12/16/16 and still shows on our list of monitored students with the state. Three of them did not take the Smarter Balance tests because students are not tested at their grade level (9th in 2016-2017). Of the remaining seven who took SBAC, three passed ELA (27%) and four did not. Three passed in Mathematics (27%). Of the seven, four were at the grade level where Science OAKS is given. Three of them passed Science (27%). The data source for this question were reports from Student Centered Staging and the Achievement Data Insight website.*
18	**The number and percentage of ELs who have not reached English proficiency having been identified for 5 years or more year (disaggregated by all ELs and ELSWD for each year 5, 6, 7, 8, 9, etc.).** Response: *The number of EL students in Fern Ridge who have not reached English Proficiency having been identified for 5 or more years is 0.*
19	**The number and percentage of the district ELs who have a waiver for ELD services.** Response: *The number of students in Fern Ridge School District who have a waiver for ELD services is 4 or .27%.*

Section 2: School District Information on Program Goals (OCR Step 1)

Question #	
20	Describe the district's educational approach(es) (ELD, Bilingual, etc.) for educating ELs. Include a description for each educational approach used within the district. **This information could be placed in a chart listing each school and the educational approach(es) for English language acquisition and core content.**

: *FRSD is committed to providing an equal opportunity education for its students. To fulfill this commitment to English learner students, FRSD provides EL students with English Language Development (ELD) instruction. A handful of teachers in FRSD are trained in SIOP; most are trained in Skillful Teacher concepts. Students participate until they are proficient enough in English to participate in regular educational programs with no language supports.*

The FRSD's ELD Program's special classes in English are designed to teach the academic skills of listening, speaking, reading and writing, study skills, content vocabulary, and cultural orientation. Students participate in one or more of the following programs and approaches that fall under the broad heading of English as a Second Language (ESL).

ESL Approach – *In the ELD Program, EL students are instructed in English as a second language (ESL) with little or no use of the student's native language. ELD instruction is specially designed for students with limited English proficiency. ELD instruction explicitly teaches English language functions, grammatical forms, and vocabulary; and provides many opportunities to develop fluency in speaking and writing. ELD instruction includes interactive activities among students.*

Sheltered Instruction/Skillful Teacher – *SIOP training is offered through Mari Guerrero, certified SIOP trainer through University of Oregon. FRSD will encourage staff to attend this training. There are few teachers left in the district with SIOP training. In regular classrooms, teachers who have been trained in SIOP apply the sheltered instructional approach and strategies, as well as concepts from "The Skillful Teacher" (please see question 43 for description of "The Skillful Teacher philosophies)strategies. Teachers who have not been SIOP trained use "The Skillful Teacher" strategies. Both of these approaches contribute to EL students' achievement as they learn course content in English. Marianne Oakes of the Lane ESD assisted with creating a comparison of the two approaches as lined out in the following table:*

Eight components of SIOP:	Equivalent in Skillful Teacher training:
Lesson Preparation	*Studying Skillful Teaching Module 2: Essential Elements of Unit/Lesson Design includes these planning components. 1.Articulate mastery objectives. 2.Identify and teach thinking skills. 3.Delineate content/concepts to be learned. 4.Identify activities and strategies to best teach content/concepts. 5.Consider how to best keep students involved in learning.*
Building background	*Studying Skillful Teaching Module 1: The Knowledge Base of Teaching identifies 22 strategies to activate students' current knowledge as well as build background and curiosity for new learning.*
Comprehensible Input	*Clarity concepts in The Skillful Teacher include the following: Framing the Learning, Getting Ready for Instruction, Presenting*

		Information through well-chosen Explanatory Devices and Language, Creating Mental Engagement, Checking for Understanding, Unscrambling Confusions, Making Student Thinking Visible, and Summarizing the Learning.
	Strategies	*The Skillful Teacher identifies 18 areas of generic pedagogy. Teachers develop a repertoire of strategies within each area of performance in order to make the best match for the student, the content, and the context.*
	Interaction	*The Skillful Teacher weaves interaction into all areas of performance, especially Personal Relationship Building, Motivation, and Class Climate.*
	Practice/Application	*Studying Skillful Teaching Module 3: Making Student Thinking Visible considers 24 ways in which teachers can build student capacity and confidence to make their thinking visible while exploring challenging content, concepts, and skills.*
	Lesson Delivery	*Much of this is addressed in comprehensible input, however, all 18 areas of performance addressed in The Skillful Teacher are grounded in generic pedagogy.*
	Review & Assessment	*Thirty-six tools/strategies are shared to help students summarize and anchor their learning, and several methods of review are included in Studying Skillful Teaching Module 2: Essential elements of Unit/Lesson Design. Formative assessment tools, protocols, criteria for success, and feedback are also considered and practiced.*

Source: http://www.cal.org/siop/about/
Source: http://skillfulteacher.com/
Source: Marianne Oakes, School Improvement Specialist, Lane ESD

In addition, authors of "The Skillful Teacher" did a comprehensive crosswalk for us as well. That is included at the end of this plan as supplemental information.

Other strategies used in all buildings:
• Teachers use and post key vocabulary during regular classroom instruction
• Key vocabulary is used to solve problems and/or complete tasks
• Key vocabulary is clearly defined
• Students keep a copy of key vocabulary
• Students are informally assessed on key vocabulary

21	Include the relevant research that supports the **each of the** district's educational approach(es) for educating ELs. (NOTE: only citation for research is needed)

Response:

Aguila, V., August, D, Dutro, S., et al. (2010). *Improving education for English learners: Research-Based Approaches*. Sacramento, CA: California Department of Education.

Dutro, S. (2008). *Systematic English language development: A handbook for K-6 teachers.* (2nd ed.) Santa Cruz, CA: ToucanEd.

Dutro, S. (2009). *Systematic English language development: A handbook for 6-12 teachers. S*anta Cruz, CA: ToucanEd.

Eschevarria, J. (2007). *Instruction for English language learners*. Retrieved from http://reading.macmillanmh.com/treasurechest/teacher.html

Goldenberg, C. (2008, January). Teaching English language learners: What the research does – and does not – say. *American Educator*, Pages 8-23; 42-44.

Irujo, S. (2007). *What does research tell us about teaching reading to English language learners? Retrieved May 22, 2013, from http://www.colorincolorado.org*

Eschevarria, J., Vogt, M., & Short, D. (2008). *Making content comprehensible for English learners: The SIOP® Model.* (3rd ed.) Boston, MA: Pearson Education, Inc.

Hill, J.D. & Flynn, K. M. (2006). *Classroom instruction that works with English language learners.* (3rd ed.) Alexandria, VA: Association for Supervision and Curriculum Development.

Short, D.J. & Fitzsimmons, S. (2007). *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners – A report to Carnegie Corporation of New York.* Washington, DC: Alliance for Excellent Education.

Saphier, Jon, Haley-Speca, Maryann & Gower, Robert (2008). *The Skillful Teacher.* Acton, MA: Research for Better Teaching.

Goldenberg, Claude (2013) "Unlocking the Research on English Learners." American Educator.

http://www.cal.org/siop/about/

22	Describe the district's educational goal for English language proficiency. **Please ensure this is a SMART goal that it includes annual language proficiency expectations for each specific EL group of students enrolled in the school (elementary, secondary, SIFE, ELSWD, Recent Arrivers – elementary, Recent Arrivers – secondary).**
	<mark>Response</mark>: *In one year, the percentage of all students K – 12 on track to attain English language as measured by number and percent of students with individual growth percentiles equal to or greater than their individual growth target by meeting or exceeding the 50th percentile. (AMAO1).*
	In one year, the percentage of students attaining academic English proficiency. AMAO 2A: fewer than 5 years identified as English learner, AMAO 2B: 5 or more years identified as an English learner. (AMAO2A/2B)
	In one year the percentage the AMO for the LEP subgroup as defined in the ESEA waiver – growth model. (AMAO3)
23	Describe the district's educational goal for core content knowledge. **Please break this down into elementary and secondary SMART goals specific to ELs enrolled in the district.**
	<mark>Response</mark> *The district supports and follows the Oregon State English Learner Program Goals as noted on page 1 of the "English Learners Program Guide." FRSD does not have elementary and secondary goals specific to EL's. The FRSD school board has created several goals for our district. Two of them address educational goals and the third addresses community involved and apply to all students regardless of their ability, race or gender. They are as follows:*
	#1: In one year, provide a comprehensive system of support services to facilitate student and staff success, both academically and personally. To be measured by the responses on the annual staff survey.
	#2: In one year, ensure the District is staffed with personnel who make enlightened, educational decisions that focus on all students achieving high standards. To be measured by the results of staff evaluations.
	#3: In one year, growth in the area of inviting the community and families to share with schools and districts as a whole to emphasie the need for continuous improvement in classroom instruction and student success. Growth to be measured by feedback on climate surveys completed by buildings.
24	Describe how the district will measure the effectiveness of the program based on the goals stated in 22. What specific measure(s) will be used to determine the effectiveness of English language proficiency? **This could include district formative assessments.**
	<mark>Response</mark> *Goal #22 will be measured by EasyCBM benchmark testing for reading and writing for applicable grade levels in grades K – 8 and by reading and writing results for Smarter Balanced in applicable grades.*
25	Describe how the district will measure the effectiveness of the program based on the goals stated in 23. What measure(s) will be used to determine the effectiveness of the core content

	knowledge goal? **This could include district progress monitoring assessments.** Response *The measure for effectiveness is listed within the goals in question #23.*
26	Describe the frequency the district will progress monitor the established goals. Response *Depending on which tool is being used to measure, monitoring could occur monthly, three times per year and/or annually.*
27	Describe how these goals compare to the district's educational goals for non-EL students. Be specific to include all EL groups of students enrolled in the district. Response *The goals developed by the FRSD school board (see #23) apply to all students that are served by the district.*
28	Describe how these goals will prepare ELs to meet the district goals for its overall educational program, graduation, and the college/career ready standards. Response *The goals developed by our school board will assure that all students are being prepared to graduate and for any path they choose to take post high school.*

Section 3: Identification of Potential English Learners (OCR steps 2 and 3)

Question #	
29	Describe the district's procedure which includes a step to administer the Language Use Survey to all students. **Include the school year the district will begin using the state-approved Language Use Survey.** Response: *Fern Ridge School District currently imbeds the questions from the Language Use Survey into the enrollment form used K – 12. Beginning with the 2018-2019 school year, the district will begin using the state approved Language Use Survey. Current practice is that the district's "Student Enrollment Form" at each school includes a Home Language Survey (HLS) which is filled out by parents/guardians during the registration process. If the HLS indicates that a language other than English is spoken in the home, the school secretary forwards a copy of the completed HLS to the ELD Coordinator/Teacher the same day. The original student enrollment form is placed in the student's CUM file or is kept in a notebook in the school office, and a copy is kept in the student's ELD file folder located in a fireproofed and locked filing cabinet in the ELD Coordinator's office.* *If the Home Language Survey is not completed by the parent/guardian during the registration process, or if it contains incomplete information, the school secretary contacts the parent/guardian to get complete information on this form. The HLS is used as the basis to begin assessment of the student for ELD Program eligibility.* *When a FRSD student meets the eligibility requirements, a letter to the parents/guardians, in a language they can understand, is mailed via the U.S. Postal Service to notify them of the student's initial or continuing placement of ELD services. The letter is mailed within 30 days of the beginning of the school year or, after the school year is underway, within 14 days of the student being identified as an EL student.*

30	Describe the district's procedure to include a timeline for each step or the identification process and the name/title of the person responsible for each step.

Response: *Within seven days of receiving the HLS, the FRSD ELD Coordinator/Teacher conducts a CUM file review to collect information on previous schooling/ELD placement. Within 30 days of the beginning of the school year or within 14 days if the student is identified after the school year is underway, the ELD Coordinator/Teacher or trained staff assesses the student with the Woodcock-Muñoz Language Survey, or uses the previous SY's ELPA score to continue ELD services.*

For 2018-2019 and beyond, the Woodcock Munoz will only be used for private schools and the ELPA screener will be the screener for students. |
| 31 | Describe the district's procedure to include a process to identify Native American students who may be ELs.

Response: *A parent or student self-identifies as being of Native American descent on the district's enrollment form. They also complete the Home Language Survey that is part of the enrollment packet. If they select that English is not their primary language, then the same steps are followed to qualify a Native American student as we do for any other student whose first language is not English. (See #33 and #71 below.) There is no Native Indian program offered by Lane ESD. FRSD will comply with any upcoming ODE guidelines that may be implemented during the life of this plan.*

Eligibility for ELD Program Services: *When a Native American student meets the eligibility requirements, a letter to the parents/guardians in a language they can understand is sent to notify them of the student's initial placement of ELD services.* |
| 32 | **Describe the district's procedure for identifying potential ELs with a disability (i.e., interpreter, special education, refugee, etc.).**

Response: *If an EL student is suspected of having a disability, and does not have an IEP, Fern Ridge School District will follow all laws, rules and regulation to test students for special education. In addition, the district contacts an interpreter and provides the parent with a translated registration form when a LEP (Limited English Proficient) parent does not speak English. FRSD also subscribes to TransACT Communications, Inc., which is a web-based service that provides translated documents to parents in over 100 languages. Further, the district will utilize SYSTRAN Translation Technologies' software (or a comparable software) to assist in translating letters, etc.*

When a parent enrolls a new student with special needs, the Special Education Director/staff contacts the previous school to obtain documentation about needed services to the student as outlined in the student's Individual Education Plan (IEP). The district arranges for interpreters at IEP meetings and provides forms when needed. |
| 33 | Describe the district's plan using one of the State's approved assessments for identifying ELs; include what sections are used to ensure all domains of the English language are assessed. |

Include the agreement to use the state approved fluency scores at each grade level.

: *No student is determined to be eligible or not eligible for services until the following steps are completed:*

Assessment Used*: During the transition year 17-18, The Woodcock-Muñoz Language Survey*®*–Revised Normative Update (WMLS*®*-R NU) English Test A is administered to identify students for entry into the ELD Program and English Test B is administered to identify students for re-entry into the ELD Program. In the school year 2018-19 and beyond, FRSD will follow the guidelines published in the program guide: 1) the Language Use Survey and 2) Oregon's approved ELP screener.*

It has been a common practice within the Lane ESD ELL Consortium to administer a short version of the assessment (Tests 5 & 6 have not been given); however, Lane ESD Title III Consortium group members have agreed to administer all seven Woodcock-Muñoz Language Survey tests described below:

Test	Woodcock-Muñoz Language Survey Descriptor
1	Picture Vocabulary
2	Verbal Analogies
3	Letter/Word Identification
4	Dictation
5	Understanding Directions
6	Story Recall
7	Passage Comprehension.

Lane ESD Title III Consortium meeting (April 23, 2013)

Woodcock-Muñoz (W-M) Scores: *The W-M scores and proficiency targets are as follows:*

Level	Label/Descriptor	RPI
1	Negligible: When compared with others of the same age or grade, the student demonstrates negligible cognitive-academic language proficiency.	0/90 to 3/90
2	Very Limited: When compared with others of the same age or grade, the student demonstrates very limited cognitive-academic language proficiency.	3/90 to 24/90
3	Very Limited: When compared with others of the same age or grade, the student demonstrates limited cognitive-academic language proficiency.	24/90 to 67/90
3.5		67/90 to 82/90
4	Fluent: When compared with others of the same age or grade, the student demonstrates fluent cognitive-academic language proficiency.	82/90 to 95/90
4.5		95/90 to 98/90
5	Advanced: When compared with others of the same age or grade, the student demonstrates advanced cognitive-academic language proficiency.	98/90 to 100/90

	6	Very Advanced: When compared with others of the same age or grade, the student demonstrates very advanced cognitive-academic language proficiency.	100/90	

Entrance Criteria: *Lane ESD Title III Consortium members have agreed to use W-M Level 4 or below to qualify students for service. In the Level 4 range, qualifying decisions will be made by the ELD Coordinator/Teacher and multidisciplinary team; and the Initial ELD Eligibility and Service Recommendation Form will be completed and filed in the ELD CUM file folder.*

Lane ESD Title III Consortium meeting (April 23, 2013)

34	Describe the district's plan for having students assessed by a trained assessor.
	Response: *The ELD Coordinator/Teacher who administers the Woodcock-Munoz Language Survey has been trained at workshops provided by Riverside Publishing or its authorized trainers for initial Woodcock-Muñoz trainings and Woodcock-Muñoz refresher trainings. Should this teacher ever leave the district, we will assure that the replacement teacher is trained by one of the following two methods 1) attending trainings offered by Riverside Publishers or, 2) Completed a graduate level course in language assessment with a background in "diagnostic decision making."*
35	Describe the district's plan to include the procedures for collecting the assessment data, **and** sharing the results with teachers.
	Response: **Procedures**: *The W-M test is collected and scored by the ELD Coordinator using the WMLS-R Scoring and Reporting program. A student who scores at W-M Levels 1 - 3 on the Broad, Oral Language and Reading/Writing subtests of the W-M) is considered eligible for services. Within the time specified in Question/Response 30 above, a letter to the parents/guardians, in a language they can understand, is mailed via the U.S. Postal Service to notify them of the student's initial placement in ELD services.*
	If a student scores at W-M Level 4 on the Broad, Oral Language and Reading/Writing subtests, the ELD Coordinator and multidisciplinary team is convened to make qualifying decisions. The ELD Eligibility and Service Recommendation Form is completed to determine the student's eligibility for ELD services. If it is determined that the student qualifies for services, within the time specified in Question/Response 30, a letter to the parents/guardians, in a language they can understand, is mailed via the U.S. Postal Service to notify them of the student's initial placement in ELD services. If it is determined that the student is Fluent English Proficient (FEP), or that their child is fluent in English, a letter to the parents/guardians, in a language they can understand, is mailed via the U.S. Postal Service to notify them of that their student does not qualify for ELD services.
	Students who score at W-M Level 5 or 6 don't receive ELD services. Within the time specified in Question/Response 30, a letter to the parents/guardians, in a language they understand, is mailed via U.S. Postal Service to notify them that their student doesn't qualify for services.
	Classroom Teachers: *The student's level of English proficiency results are provided to classroom teachers via the Accommodations for ELD Students: Notice to Teacher.*

	Parents: *The WMLS-R Scoring and Reporting Parent Form (in English or in English and Spanish) is provided to the parent/guardian as an attachment to the letter that is mailed to the parent/guardian as described above.*
36	Describe the district's plan to include a description of where and how the assessment data will be stored. Response: *The ELD Coordinator places the W-M original test booklet and report in the student's CUM file in the school office. A copy of the scoring and reporting parent form is kept in the ELD student CUM folder in a fireproofed and locked file cabinet located in the ELD Coordinator's office.*
37	Describe the district's plan to include a timeline, person responsible, and template for the required parent notification letters for eligibility as an EL or initially fluent students Response: *New (initial placement) student:*

New (initial placement) student:

Timeline	ELD Coordinator/Staff
New Enrollee in the district: *Within seven days of enrollment*	*Notified of student's enrollment in school, completes CUM file review of student records, and ensures completed HLS.*
New Enrollee in the district: *Within 14 days of being placed in the ELD Program*	*Completes initial evaluation, administers W-M(for 2017-2018 and ELPA screener for 2018-2019 and beyond (or uses previous SY's ELPA score), determines program placement, and mails parent an initial (or continuing) placement letter via the U.S. Postal Service. A copy is kept in the ELD CUM file.*

Returning (continuing placement) student:

Timeline	ELD Coordinator/Staff
LEP students enrolled in the district since the previous SY: *Within 30 days of beginning of school year*	*Mails parent a continuing notification letter via the U.S. Postal Service. A copy of the letter is kept in the ELD CUM file.*
LEP students enrolled in the district since the previous SY: *Within 14 days of being placed in the ELD Program after school year is underway*	*Mails parent a continuing notification letter via the U.S. Postal Service. A copy of the letter is kept in the ELD CUM file.*

If parents speak a language other than English, the parent notification letter is translated into a language that the parents can understand.

	ELD services will continue to be provided for students served by the ELD Program until students meet the requirements to be promoted or exited as described as described elsewhere in this plan.
38	Include the process for ensuring parent notification letters are provided in a language parents can understand. • Response*: The district utilizes an interpreter or communication in Transact. The district will also utilize SYSTRAN Translation Technologies' software (or a comparable software) that can interpret languages when we cannot find an interpreter with the language set we need.*
39	**Describe where the original language use survey, identification screener results, and original parent identification communication will be stored.** Response *These documents are kept in each student's CUM folder and stored in a fireproof, locking, file cabinet*

Section 4: Program of Service for English Learners (OCR Step 4)

Question #	
40	Describe the district program of services for ELs. Include how and where the services will be provided and by whom for each program of language instruction available to ELs in the district. Response *The Fern Ridge School District 28J has selected the English as a Second Language (ESL) Instructional Program in conjunction with the Focused Approach framework as a method to provide services to eligible EL students.* *The ELD Program includes special classes in English (ORS 336.079) designed to teach EL students English language skills, including: listening, speaking, reading, and writing. Instruction is in English with little or no use of native language. The curricula that is used in the ELD Program promotes respect for all people regardless of race, color, creed, national origin, age, gender, or disability, and to avoid stereotyping.* *All sessions are taught in a separate classroom by the licensed ELD teacher.*
41	Describe the methods and services the district will use to teach English language. **Break this out by each different English language program.** Response *In all buildings in Fern Ridge School District, an ESL pullout model has been adopted to ensure that EL students can meaningfully access and participate in the academic and special programs offered by the district. Students are instructed in the use of the English language with little or no use of their native language. At elementary, students spend part of the day in a regular classroom and are pulled out for 30 minutes two*

	times per week to receive ELD instruction. Beginning students are offered additional ELD class support. At secondary, students are pulled for 30 minutes twice per week from their study hall to receive ELD instruction. As with elementary, beginning students are offered additional ELD class support. See detailed information in #44 below.
42	Describe the methods and services the district will use to ensure that ELs can meaningfully participate in core instruction and special programs (music, career, technical, etc.). **Include all groups of ELs (SIFE, Recent Arrivers, ELSWD, etc.).** ==Response== *The below information also supplied in question #20:* *FRSD is committed to providing an equal opportunity education for its students. To fulfill this commitment to English learner students, FRSD provides EL students with English Language Development (ELD) instruction and available sheltered classrooms until students are proficient enough in English to participate in regular educational programs with no language supports.* *The FRSD's ELD Program's special classes in English are designed to teach the academic skills of listening, speaking, reading and writing, study skills, content vocabulary, and cultural orientation. Students participate in one or more of the following programs and approaches that fall under the broad heading of English as a Second Language (ESL).* ***ESL Approach –** In the ELD Program, EL students are instructed in English as a second language (ESL) with little or no use of the student's native language. ELD instruction is specially designed for students with limited English proficiency. ELD instruction explicitly teaches English language functions, grammatical forms, and vocabulary; and provides many opportunities to develop fluency in speaking and writing. ELD instruction includes interactive activities among students.* ***Sheltered Instruction/Skillful teacher** - SIOP training has recently been re-introduced in Lane County. There are few teachers left in the district with SIOP training; teachers will be encouraged to complete the online SIOP course. In regular classrooms, teachers who have been trained in SIOP apply the sheltered instructional approach and strategies, as well as concepts from "The Skillful Teacher" (please see question 43 for description of "The Skillful Teacher philosophies and see detailed crosswalk in question #20)strategies to contribute to EL students' achievement as they learn course content in English in the following manner:* *• Teachers use and post key vocabulary during regular classroom instruction* *• Key vocabulary is used to solve problems and/or complete tasks* *• Key vocabulary is clearly defined* *• Students keep a copy of key vocabulary* *• Students are informally assessed on key vocabulary* ***EL's with disabilities** EL students with a learning disability are served in the resource room according to their IEP.*

43	Describe the professional development support for core content teachers that ensure ELs' ability to participate meaningfully in core instruction. **Include how the district will measure the effectiveness of this professional development.**
	<mark>Response</mark> *By June, 2018, the goal is to have 75% of all teachers in Fern Ridge School District who will have completed three or more modules in "The Skillful Teacher" series. This series' course description, as cited from the Research for Better Teaching website, "This course is RBT's cornerstone program for building teachers' capacity – the knowledge and skills as well as the courage and conviction - to promote students' motivation, learning, and increased achievement." When teachers have completed this training, they will have increased knowledge of how to effective engage students and keep them engaged, effectively teach students who may struggle with the general education curriculum and develop their "toolbox" of skills to the advanced learner (Talented and Gifted population) and assistance with classroom behavior management techniques. The effectiveness of the professional development in both "Skillful Teacher" and for any teachers choosing to receive "SIOP" training will be measured by an increase in the number of EL students reaching proficiency.*
44	Describe the standards and/or criteria the district uses to determine the amount and type of language development services provided. Include the process to determine the appropriate amount and type of services. **Include how the district will measure the effectiveness of these services.**
	<mark>Response</mark>

Program	Program Guidelines and Standards	Amount and Type of Services	Program Purpose
Model: ESL/ELD Pull-out **Location:** Elementary School	**Description:** Instruction focusing on developing English grammar, vocabulary, and communication skills. **Services:** Small group instruction for Grades K-5. ***An additional 30 minutes classroom support is provided for Beginning level English EL students.***	**How: Oregon state-approved curricula:** Using: Supplemental materials: K – 5 National Gegraphic REACH, Moby Max, Readworks **By Whom:** Certified ESOL-endorsed teacher **Where:** Veneta & Elmira Elementary Schools ELD Classroom **Duration:** 30 minutes twice per week	**Language Goal:** English language skills and proficiency **Academic Goal:** Meeting Oregon state benchmarks and meaningful access and participation in academic and special programs. **Cultural Goal:** Understanding of and integration into mainstream American culture.
Model: Sheltered Immersion Skillful Teacher	**Description:** Instruction in mainstream English-only classrooms focusing on English language development through	**How:** Sheltered Instruction methods for those few teachers that have been trained. SIOP training is not readily available.	**Language Goal:** English language skills and proficiency **Academic Goal:** Meeting Oregon

| | **Location:** Elementary | content-area instruction.

Services: Whole class instruction with adjustments so that subject matter is comprehensible. | Most teachers trained in "Skillful Teacher" techniques.

By Whom: Certified teachers trained in appropriate strategies

Where: Veneta Elementary School and Elmira Elementary School Regular classrooms

Duration: Daily | state benchmarks and meaningful access and participation in academic and special programs.

Cultural Goal: Understanding of and integration into mainstream American culture. |

	Program	**Program Guidelines and Standards**	**Amount and Type of Services**	**Program Purpose**
	Model: ESL/ELD Class Period **Location:** Middle and High Schools	**Description:** Instruction focusing on developing English grammar, vocabulary, and communication skills. **Services:** Small group instruction for secondary students. ***An additional 30 minutes classroom support is provided for Beginning level English EL students.***	**How:** **Oregon state-approved curricula:** Middle School - National Geographic <u>Inside</u> (grades 6 – 8) High School-National Geographic <u>Edge</u> (grades 9 – 12) Using: Focused Approach Framework and other supplemental materials (i.e., Grammar Gallery) **By Whom:** Certified ESOL-endorsed teacher **Where:** *Fern Ridge Middle School & Elmira High School's ELD Classrooms **Duration:** 30 minute ***ELD Pull-Out*** twice per week	**Language Goal:** English language skills and proficiency **Academic Goal:** Meeting Oregon state benchmarks and meaningful access and participation in academic and special programs. **Cultural Goal:** Understanding of and integration into mainstream American culture.
	Program	**Program**	**Amount and Type of**	**Program Purpose**

		Guidelines and Standards	Services	
	Model: Sheltered Immersion **Location:** Middle & High Schools	**Description:** Instruction in mainstream English-only classrooms focusing on English language development through content-area instruction. **Services:** Whole class instruction with adjustments so that subject matter is comprehensible.	**How:** Sheltered Instruction methods **By Whom:** Certified teachers trained in appropriate strategies **Where:** Fern Ridge Middle School & Elmira High School Mainstream classrooms **Duration:** Daily Middle & High School: Class Period	**Language Goal:** English language skills and proficiency **Academic Goal:** Meeting Oregon state benchmarks and meaningful access and participation in academic and special programs. **Cultural Goal:** Understanding of and integration into mainstream American culture.
	Service: After-School Homework Club for grades 9 - 12 **Location:** Elmira High School	**Description:** Homework assistance to EL and regular students during after-school hours **Service:** Content-area support available for all high-school EL and regular students in grades 9 - 12	**How:** Content-area support **By Whom:** After-school coordinators or teachers **Where**: Elmira High School **Duration:** 1 hour 2 times per week	**Language Goal:** English language skills and proficiency **Academic Goal:** Meeting Oregon state benchmarks and meaningful access and participation in academic and special programs. **Cultural Goal:** Understanding of and integration into mainstream American culture.

Additional Support

If students do not have enough English-language fluency to benefit from content-area classes without support, the ELD Program supports one or more of the following:

1. Native-language material brought by the student from home or obtained from school.

2. In-class assistance through parent volunteers, community members, or classroom or student peers who are fluent in the student's native language.

3. Integration with an English-speaking peer.

4. Support through Title I reading program(s).

5. Notification of availability of other resources to qualified EL students, such as a

| | summer Migrant Education Program or a Natives Program.

While difficult for new comers to achieve, elementary, middle, and high school students are expected to move from one proficiency level to the next each year until exited as fluent in English.

Effectiveness will be measured by the results of the ELPA21 test done annually administered during second semester of the school year. Approximately one month before the ELPA is administered, parents are provided with notice by mail via the U.S. Postal Service that their child will be given the ELPA. |
|---|---|
| 45 | **Describe the district's plan to address the language and content needs for each of the following groups of students: ELSWD – with significant cognitive disabilities, ELSWD – emotional disability, ELSWD – behavioral disability, ELSWD – deaf/hard of hearing, ELSWD – blind/vision impaired, Recent Arriver/SIFE. Include the program options, how the district will determine the program for both elementary and secondary students. Consider making a chart. Ensure the program of service both EL and access to content includes a plan for timely graduation.**

Response *FRSD does not have any active EL students on IEPs. However, if we did, services would be provided based on the IEP team's decisions and input. Programs would be designed (guided by law) to serve them, based on their disability, as we would with any other student on an IEP or 504 or referred for a special education evaluation. The elementary and secondary programs are guided by the same laws that guide the writing of IEP's. Decisions on how a child is served is an IEP team decision. The EL services continue separately from the IEP support. All students are served with graduation as the end goal. Please see question #70 for full description of graduation options. For full guidelines to the special education process, please see Oregon Administrative rule 581, Chapter 15.* |

Section 5: Staffing and Resources (OCR section 5)

Question #	
46	Describe the number and categories of instructional staff implementing the district's language development program. This information could be included in a chart – name of school, program, number and type of staff (include all programs that support ELs).

Response *Fern Ridge School District employs one .75 FTE teacher to serve as the ELD Coordinator/Teacher and serves all EL students within the district. This licensed staff member holds an English to Speakers of Other Languages (ESOL) endorsement and PK-12 Multi-subject Endorsement, and is highly qualified to teach in the ELD program.*

The district's charter school, West Lane Tech, employs one teacher who also holds an ESOL endorsement and is highly qualified to teach ELs in the charter school. |
| 47 | Describe the qualifications used by the district to assign instructional staff to the district's language development program (include teacher, instructional assistant, etc.). Include how the instructional staff meets the requirements of Oregon's OARs. |

	Response *See #46 above.*
48	Describe what methods and criteria the district will use to determine the qualifications of instructional staff assigned to the language development program.

Response *Fern Ridge will only hire appropriately licensed staff for the instructional staff serving our EL students, as required by Teacher Standards and Practices Commission.* |
| 49 | Describe the contingency plan for addressing staffing issues for the EL program (**include all specialize programs supporting ELs).** Include a plan for training, a schedule of training, a plan for recruiting qualified staff, and a schedule to have qualified staff in place.

Response *The Fern Ridge School District 28J realizes the need to provide adequate programs and services for all students, including those with Limited English proficiency. The administration actively recruits and hires staff that hold the ESOL licensure as defined by ODE's Teacher Standards and Practices Commission.*

Although there are no bilingual educational assistant(s) presently working in the ELD Program, when considered for hiring in the future, the district will determine the applicant's oral and writing ability at the time of the job interview through an oral interview and written language sample.

Staff Development
All professional development activities are open to both certified and classified staff. In each school, annual surveys are used to determine what trainings will be created for staff members.

FRSD is a member of the Title III Lane ESD Consortium. Brochures and e-mails of upcoming trainings through the Lane ESD or other ESD's in the state of Oregon are provided to FRSD staff. The professional development workshops that are offered are of sufficient intensity and duration to have a lasting impact on the teachers' performance in the classroom.

The Willamette ESD, using their funds received through HB 3499, will be meeting with the Fern Ridge EL teacher and coordinator to additionally support them in all areas of instruction.

SIOP training is offered free of charge to teachers in the Title III Lane ESD Consortium. It is on online course delivered by Maria Guerrero, certified SIOP instructor, from the University of Oregon. Teachers will be encourage to attend this course. |
| 50 | Describe the district's selected core ELP instructional materials and supplies available for the district's language development program.

Response *Fern Ridge School District adheres to the ELP standards set by the Oregon Department of Education and can be found at http://www.oregon.gov/ode/students-and-Family/equity/EngLearners/Pages/ELPStandardsK-12.aspx*

FRSD's state of Oregon adopted ELD curricula are described below. |

Grade Levels	Curricula
Elementary School (K-5)	Really Great Reading "HD Word" (K-6)
Middle School (6-8)	National Georgraphic *Inside*
High School (9-12)	*National Geographic School Publishing *Edge*
K – 12	Really Great Reading's HD series
9 - 12	"Easy English" newspaper
K - 12	Moby Max (offered through Lane ESD)

Other research-based, effective materials for ELD are also used, such as Great Source Education Group's Access for Newcomers, The Teacher Writing Center's Grammar Gallery, computer and teacher-made materials.

51	Describe the district's plan for regular and on-going review of district ELP materials and the timeline associated with the review. **Include all instructional materials for all programs supporting ELs.** ==Response== *Fern Ridge School District will follow the state's adoption cycle for new ELP materials. That cycle reflects that EL/ELP adoption will occur by the Spring of 2021 with implementation in the classroom the Fall of 2022. Other curriculum areas will also follow the state's textbook adoption schedule. Should there be a need or request to use curriculum not on the adopted list, the independent adoption would be followed.*
52	Describe the district's contingency plan when the district does not currently have the core ELP instructional materials, resources, and supplies necessary to implement the district language development program(s) and the plan for obtaining necessary items. ==Response== *FRSD currently has all the resources necessary to implement the district's ELD Program. Each year, funds are approved for the ELD program. FRSD also has the capacity to borrow ELD curricula and materials from the Lane ESD Title III Consortium. In addition, publishers of ELD curriculum regularly offer workshops and provide up-to-date ELD materials to attendees. ELD publishers also provide complementary curricula to teachers upon request. And lastly, FRSD can purchase some materials and supplies purchased for them by the Lane ESD Title III consortium.*

Section 6: Transition from English Language Development Program (OCR step 6)

Question #	
53	Describe the district's criteria used to determine that an EL is proficient. I**nclude any special considerations used for ELSWD students, SIFE students, Recently Arrived ELs, etc.** ==Response== *EL students continue to be served by the ELD Program from one school to the next until the criteria for exiting has been met. Students are exited as Fluent English Proficient (FEP) from the ELD Program when they reach ELPA21 standards for proficiency—Advanced, when the Advanced level is a culmination of progress demonstrated on the same state proficiency measure over a legitimate period of time Attaining ELPA21 proficiency levels — Advanced demonstrates that the student understands English well enough to profit from classes in English. Students much achieve 4's or 5's in all categories.*

	The student who is exited as FEP status is reported on the Spring LEP Collection Report as Category 1C – Exited. Parents/Guardians are notified in writing via the U.S. Postal Service that their child has been exited or reclassified from the ELD Program. A copy of the notification letter is placed in the student's ELD CUM file.
54	**Describe the district's procedure for promoting ELs who did not score Proficient on ELPA21, and the procedure for those ELs that the district does not have an ELPA21 score. Include considerations for ELSWD, SIFE, and Recently Arrived ELs.** ==Response== *EL students who do not meet proficiency on the ELPA21 are continued to be served. In addition, please review response in question #59 below. Not having an ELPA21 score would indicate that perhaps these students are new to the state or country and consideration for EL services would follow the processes described in Section 3 above and specifically in questions 29, 30, 33, 35 and 37.*
55	Describe the staff responsible and their role in the exiting process. ==Response== *The ESOL licensed teacher will receive the ELPA 21 scores from the District Test Coordinator. The teacher will then report to our student information staff member these results so they can be reported correctly.*
56	Describe how and where the documentation of the district's exiting procedures will be maintained, **and** who is responsible for maintaining the documentation. ==Response== *The district's exiting procedures will be maintained in the 2017-2019 EL plan that is kept by both the ESOL licensed teacher as well as the assistant superintendent.*
57	**Describe how parents are included in exiting decisions, and how the district communicates with parents that their student has obtained English proficient or not.** ==Response== *Prior to the final decision to exit, a conference is held with the parents/guardian and presented with the ELPA21 scores, whose input is a factor in the decision to exit the student. Parents/Guardians are notified in writing via the U.S. Postal Service that their child has been exited or reclassified from the ELD Program. A copy of the notification letter is placed in the student's ELD CUM file. If the parent is not English speaking, letters will be translated using the SYSTRAN software (or a comparable software) to translate into their language.*
58	Describe the district's monitoring plan **for each of the four years a student is in monitored status** (who is responsible, what is the frequency, **is the frequency different depending on the student's academic progress or monitoring year**, what documentation is reviewed, how and where is the documentation collected and stored). ==Response== *All students who are exited from the ELD Program continue to be monitored for four years to ensure that they are experiencing success in the district's regular instructional program. It is the responsibility of the classroom teacher(s), ELD Coordinator/Teacher and school counselor to monitor the student's progress each semester. Measures of progress include the student's classroom performance, quarterly progress reports, grades, Smarter Balanced scores, standardized tests, curriculum-based assessments, classroom assessments, work samples, and staff observations. The student's current teachers complete a Monitoring Report to document that the student is successful on these measures and thus, is considered successful in the district's regular program. The Monitoring Reports are filed in the*

	student's ELD CUM file.
59	Describe the district's procedures for determining whether a lack of student success is due to academic needs or language needs when considering returning an EL to the district ELD program **for the monitored students in each of the four years.** Response *A student who is not showing continued progress and success based on the measures of progress as listed above, or exhibits low-performance due to language proficiency, will be re-evaluated by the ELD Coordinator/Teacher using the Woodcock-Muñoz Language Survey English Test B. A score less than WM Broad English Level 4 — Fluent, along with the other academic performance evidence, will be used as criteria for re-entry into the ELD Program. Parents/guardians will receive a notification letter of the student's readmission into the ELD Program.*
60	Describe the district's plan to provide additional academic and/or language support for monitored students not succeeding in core instruction. **This support addresses monitored student's academic needs, not to determine to re-enter the student in the EL program.** Response *If students do not have enough English-language fluency to benefit from content-area classes without support, the ELD Program supports one or more of the following:* *1. Native-language material brought by the student from home or obtained from school.* *2. In-class assistance through parent volunteers, community members, or classroom or student peers who are fluent in the student's native language.* *3. Integration with an English-speaking peer.* *4. Support through Title I reading program(s) at elementary level.* *5. Notification of availability of other resources to qualified EL students, such as a summer Migrant Education Program.* *Elementary, middle, and high school students are expected to move from one proficiency level to the next each year until exited as fluent in English. Newcomers may struggled with expectation and it may take longer to move through the proficiency levels.*
61	Describe the district's plan for monitoring the academic and linguistic progress of EL students with a waiver for service. Include how the district notifies parents of ELs with waivers for services about their student's progress and opportunities for support through the ELD program**.** Response *In FRSD, if a parent requests a waiver for service, the waiver is kept on file and the district does not continue to notify the parent in any special manner. Those students' parents receive information in the same manner that any other students' parents receive information:*

	report cards, progress reporting, conferences, individual classroom work, teacher-parent communication home, etc.
62	**Describe the district's communication with parents of monitored ELs during all four years of monitoring, when the district is considering re-entering the student in the EL program, when the student has completed monitoring, and when the student needs additional academic support to be successful during monitoring.** ==Response== *Parents are notified if a student is having problems being successful in regular classrooms because of a language issue as determined by Classroom/Core Content Teachers, quarterly progress reports, grades, OAKS or Smarter Balanced scores, standardized tests, curriculum-based assessments, and staff observations. A meeting is called that includes the Classroom/Core content teachers, school counselor, and LED Coordinator/K-12 Teacher to determine if the student needs to re-enter the ELD program and/or other measure that might help this student to be successful.* *If it is determined that students should re-enter the ELD Program, the ELD Coordinator/K12 Teacher notifies the classroom/Core Content and mails a letter via the US Postal Service to the parents/guardians.* *After four years of monitoring with continual reports that the student is being successful in the classroom, the student is considered fluent and is completely exited from the program. A notification of this is sent to the parents via US Postal Service.* *If the student needs additional academic support to be successful during monitoring a meeting is called that includes the classroom/core content teachers, ELD Coordinator/K-12 teacher, school principal/counselor, parents, and any specialist deemed appropriate. In that meeting it will be determined what academic aids might be of benefit to the student and the process of obtaining those aids will be begun.* *As always, communication home will be translated (when necessary) using a variety of tools: human, Transact, state forms, SYSTRAN translation software (or a comparable software).*

Section 7: Equal Access to Other School District Programs (OCR step 7)

Question #	
63	Describe the district's procedures for identifying ELs as having additional academic needs (pre-referral and IEP process). Include the steps, assessments, timeline, and person(s) responsible. ==Response== *If an EL students is suspected of having a qualifying disability for a special education eligibility, these students are offered the same process required by state and federal law for any other student suspected of having a disability that impacts their ability to access their education. Please see OAR 581-015-2000 through OAR 581-015-2910 for the guidelines FRSD follows. The person responsible would be the special education teacher(s) in the student's school.* *Elementary students can also be served through our Title programs. Students are selected for inclusion in Title based on their percentile scores in EasyCBM.*
64	Describe how ELD teachers are included in the IEP process during pre-referral and IEP team meetings for ELSWD.

	Response *The ELD teacher is included as a valuable IEP team member and is included in all meetings pertaining to the child and the child's ability to access their education.*
65	Describe the process for determining the best ELD educational program is selected for each ELSWD. Response *This would be dependent on the child's level of English Proficiency. The special education teacher, in partnership with the ELD teacher will plan the best program for instruction using a blend of curriculum used to serve the ELD student as well as curriculum designed to teach to the specific areas where the child is struggling or impacted by their disability.*
66	**Describe the district's process for ensuring any IEP meeting and IEP documents are accessible for parents of ELs in a language parents can understand.** Response *FRSD has hired interpreters and has access to translating services for documents of non-special education students. We would utilize the same for translating of any special education documents for parents of EL's. In addition, FRSD would use forms and documents in other languages that are on Transact and ODE's website specifically for this purpose. Lastly, the district will utilize an online software translater (SYSTRAN or a comparable one) to translate documents.*
67	Describe the district's procedures for identifying ELs as Talented and Gifted. Include the steps, assessments, timeline, and person(s) responsible. Response *Students may be referred for TAG by classroom teacher(s), school counselor(s), ELD Coordinator/Teacher, or parents/guardians. If an EL student is referred for TAG, a trained assessor will determine if the student can qualify using the standards that have been adopted in FRSD's School Policies and Administrative Rules, as follows:* *1. Behavioral, learning and/or performance information.* *2. A nationally standardized mental ability test for assistance in identifying intellectually gifted students (FRSD uses the Das-Neglieri).* *3. A nationally standardized academic achievement test for assistance in identifying academically talented students (FRSD uses Terra Nova, the Woodcock-Johnson and Smarter Balance).* *4. A non-verbal intelligence test for assistance in identifying intellectually gifted students.* *5. If necessary, an interpreter will be utilized.* *6. The district's TAG coordinator is the person responsible for identifying TAG students.*
68	Describe the district's plan for ensuring all ELs have equal access to the core instructional program offered by the district for all students. Include person(s) responsible if appropriate.

	Response *FRSD's EL students are encouraged to participate in all district programs such as Special Education, Title I, and Talented and Gifted. They also have equal access to all academics, extracurricular and nonacademic activities available to other students, such as athletics, music, after-school programs, class trips, advanced placement courses, etc. School district staff will make every effort to facilitate this participation. Staff will contact parents, help with any necessary paperwork, and help attain any financial assistance if necessary. Parents/guardians are notified in written form from the school of the available programs and activities in their home language, whenever possible. Teachers also request translation/interpretation to assist EL students in participation in the district's programs and activities. The ELD teacher keeps herself informed of these opportunities and supports the EL students in achieving participation in these programs, is they so desire.*
69	Describe the district's procedures for identifying ELs who also qualify for support from Title I-A (targeted assisted programs). Response: *Our K – 5 programs are School Wide Title Programs, not Target Assist. However, for school side purposes, our elementary buildings use EasyCBM to identify students who need additional assistance and placement into either Tier 2 or Tier 3 for support. Data team meetings are held three times per year to review assessments done in EasyCBM. If students score between the 1st and 10th percentile in either ELA or Math, they are placed in Tier 3. If they score between the 11th and 30th percentile, they are placed in Tier 2.*
70	**Describe the district's plan for EL graduation (4-year, 5-year timelines) for each of the EL groups (SIFE, Recently Arrived, and ELSWD – include plans by disability)** Response *FRSD follows board policy for graduation requirements which follows state law. The following is FRSD's board policy IKF-Graduation requirements in its entirety:* ***Fern Ridge School District 28J Code: IKF*** *Adopted: 6/10/02 Readopted: 5/23/05; 6/26/06; 5/14/07; 4/28/08; 1/26/09; 12/07/09; 5/17/10; 6/20/11; 1/23/12; 6/16/14; 3/07/16; 7/11/16 Orig. Code(s): 7339* *Graduation Requirements: The Board will establish graduation requirements for the awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate which meet or exceed state requirements. A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if he/she 18 years of age or older or emancipated.* ***Diploma*** *A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least: 1. Three credits of mathematics (at Algebra I level or higher); 2. Four credits of English (one unit in written comprehension); 3. Three credits of science; 4. Three credits of social sciences; 5. One credit in health education; 6. One credit in physical education; and 7. Three credit in career and technical education, the arts or world language. The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in OAR 581-022-1131. To receive a diploma or a modified diploma, in addition to credit requirements, as outlined in OAR 581-022-1130 and OAR 581-022-1134, respectively, a student must: 1. Demonstrate proficiency in the essential skills of reading, writing and apply math; 2. Develop an education plan and build an education profile; Graduation Requirements - IKF 1-7 3. Demonstrate extended application through a collection of evidence; 4. Participate in career-related learning experiences.* ***Essential Skills*** *The district will allow English Learner (EL) students to demonstrate proficiency*

in the Essential Skill of Apply Mathematics, in a variety of settings, in the student's language of origin for those students who by the end of high school: 1. Are on track to meet all other graduation requirements; and 2. Are unable to demonstrate proficiency in the Essential Skills in English. The district will allow EL students to demonstrate proficiency in Essential Skills other than Apply Mathematics, in a variety of settings, in the student's language of origin for those EL students who by the end of high school: 1. Are on track to meet all other graduation requirements; 2. Are unable to demonstrate proficiency in the Essential Skills in English; 3. Have been enrolled in a U.S. school for five years or less; and 4. Have demonstrated sufficient English language skills using the English Language Proficiency Assessment for the 21sst Century (ELPA21)1 . The district will develop procedures to provide assessment options as described in the Essential Skills and Local Performance Assessment Manual, in the EL student's language of origin for those EL students who meet the criteria above, and will develop procedures to ensure that locally scored assessment options administered in an EL student's language of origin are scored by a qualified rater.

Essential Skills Appeal *The district will follow Board policy KL - Public Complaints in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.*

Modified Diploma *A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards established by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below: 1For students seeking a diploma in 2015-2016, this criteria does not apply. Graduation Requirements - IKF 2-7 1. Has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or 2. Has a documented history of a medical condition that creates a barrier to achievement. Having met the above eligibility criteria, a modified diploma will be awarded to students, who while in grade nine through completion of high school, complete 24 credits which shall include: 1. Three credits in English; 2. Two credits in mathematics; 3. Two credits in science; 4. Two credits in social sciences; 5. One credit in health; 6. One credit in physical education; and 7. One credit in the arts or a world language. Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met: 1. For a student on an individualized education program (IEP), any modifications to work samples must be consistent with the requirements established in the IEP. Modifications are changes to the achievement level, construct or measured outcome of an assessment. This means that IEP or school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard; 2. For a student not on an IEP, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed; and in the year in which the student is being assessed and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma. Students not on an IEP or a 504 Plan may not receive a modified State assessment. A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision. A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed. Graduation Requirements - IKF 3-7*

Extended Diploma *An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a*

student must: 1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include: a. Two credits of mathematics; b. Two credits of English; c. Two credits of science; d. Three credits of history, geography, economics or civics; e. One credit of health; f. One credit of physical education; and g. One credit of the arts or a world language. 2. Have a documented history of: a. An inability to maintain grade level achievement due to significant learning and instructional barriers; b. A medical condition that creates a barrier to achievement; or c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight. Beginning in grade five or after a documented history to qualify for an extended diploma has been established, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma, an extended diploma and an alternative certificate.

Alternative Certificates *Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma or an extended diploma if the students meet minimum credit requirements established by the district. Alternative certificates will be awarded based on individual student needs and achievement. A student who receives a modified diploma, an extended diploma or an alternative certificate will have the option of participating in a high school graduation ceremony with the student's class.*

Other District Responsibilities *The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma or an alternative certificate at each high school. The district will provide age appropriate and developmentally appropriate literacy instruction to all students until graduation. Graduation Requirements - IKF 4-7 The district may not deny a student, who has the documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers, or of a medical condition that creates a barrier to achievements, the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history. The district may award a modified diploma or an extended diploma to a student only upon the written consent of the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded. A student who is emancipated or has reached the age of 18 at the time the modified diploma or extended diploma is awarded may sign the consent. A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in either four years after starting the ninth grade, or until the student reaches the age of 21, if the student is entitled to a public education until the age of 21 under state or federal law. A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. In order to satisfy the requirements for a modified diploma, extended diploma or alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents. A student who receives a modified diploma, an extended diploma or an alternative certificate will have the option of participating in a high school graduation ceremony with the student's class. A student who receives a modified diploma, an extended diploma or an alternative certificate shall have access to individually designed instructional hours, hours of transition services and hours of other services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school, unless reduced by the IEP team. The district will award to students with disabilities a document certifying successful completion of program requirements. No*

	document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance. Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed. Students and their parents will be notified of graduation and diploma requirements. Graduation Requirements - IKF 5-7 The district will review graduation requirements biennially in conjunction with the secondary school improvement plan. Graduation requirements may be revised to address student performance. The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option. Students may opt out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form2 and submitting the form to the district. The district will issue a high school diploma, upon request, to a person who served in the Armed Forces3 , as specified in Oregon law, if the person was discharged or released under honorable conditions and has received either a General Educational Development, a post-secondary degree or has received a minimum score on the Armed Services Vocational Aptitude Battery. The district shall establish conduct and discipline consequences for student-initiated test impropriety. "Student-initiated test impropriety" means student conduct that is inconsistent with the Test Administration Manual or accompanying guidance; or results in a score that is invalid. END OF POLICY 2www.ode.state.or.us: or navigate to Teaching & Learning > Testing - Student Assessment > Smarter Balanced 3The policy applies to any person who: 1. Served in the Armed Forces of the U.S. at any time during: a. World War I; b. World War II; c. The Korean Conflict; or d. The Vietnam War; 2. Served in the Armed Forces of the U.S. and was physically present in: a. Operation Urgent Fury (Grenada); b. Operation Just Cause (Panama); c. Operation Desert Shield/Desert Storm (Persian Gulf War); d. Operation Restore Hope (Somalia); e. Operation Enduring Freedom (Afghanistan); or f. Operation Iraqi Freedom (Iraq); 3. Served in the Armed Forces of the U.S. in an area designated as a combat zone by the President of the U.S. Graduation Requirements - IKF 6-7 Legal Reference(s): ORS 329.095 ORS 329.451 ORS 329.479 ORS 332.107 ORS 332.114 ORS 338.115 ORS 339.115 ORS 339.505 ORS 343.295 OAR 581-022-0615 OAR 581-022-0617 OAR 581-022-1130 OAR 581-022-1131 OAR 581-022-1133 OAR 581-022-1134 OAR 581-002-1135 OAR 581-022-1210 OAR 581-022-1215 OAR 581-022-1350 OAR 581-022-1910 Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION (FEBRUARY 4, 2016). Essential Skills and Performance Assessment Manual, published by the OREGON DEPARTMENT OF EDUCATION (MARCH 17, 2016). Cross Reference(s): IKFA - Early Graduation Graduation Requirements - IKF 7-7

Section 8: Parent and Community Involvement

Quest ion #	
71	Describe the district's procedure, timeline, and the person(s) responsible for the dissemination of the parent program placement letters (both initial and continuing letters). Response *Within seven days of receiving the Home Language Survey (HLS), the ELD*

Coordinator/Teacher conducts a CUM file review to collect information on previous schooling/ELD placement. Within 30 days of the beginning of the school year or within 14 days if the student is identified after the school year is underway, the ELD Coordinator/Teacher or trained staff assesses the student with the Woodcock-Muñoz Language Survey, or uses the previous SY's ELPA score to determine placement.

Parents/Guardians are notified of the availability and types of program of services and other options for EL students provided by the ELD Program through the Notification of Placement letter. This letter is completed by the ELD Coordinator and is written in English and Spanish or translated into the student's home language. The letter outlines the reasons for the identification of the student as eligible for ELD services, the services available, and the methods of instruction used in the program. Interpreter assistance is available for parents/ guardians who are oral-only speakers of their home languages.

The steps are described below.
New (initial placement) student:

Timeline	ELD Coordinator/Staff
New Enrollee in the district: Within seven days of enrollment	*Notified of student's enrollment in school, completes CUM file review of student records, and ensures completed HLS.*
New Enrollee in the district: Within 14 days of being placed in the ELD Program after school year is underway	*Completes initial evaluation, administers W-M (or uses previous SY's ELPA score), determines program placement, and mails parent an initial (or continuing) placement letter via the U.S. Postal Service. A copy is kept in the ELD CUM file.*

Returning (continuing placement) student:

Timeline	ELD Coordinator/Staff
LEP students enrolled in the district since the previous SY: Within 30 days of beginning of school year	*Mails parent a continuing notification letter via the U.S. Postal Service. A copy of the letter is kept in the ELD CUM file.*
LEP students enrolled in the district since the previous SY: Within 14 days of being placed in the ELD Program after school year is underway	*Mails parent a continuing notification letter via the U.S. Postal Service. A copy of the letter is kept in the ELD CUM file.*

If parents speak a language other than English, the parent notification letter is translated into a language that the parents can understand. Currently those languages are Spanish,

	Chinese, Vietnamese and Russian. However, often English can be understood in the home. *ELD services will continue to be provided for students served by the ELD Program until students meet the requirements to be promoted or exited as described elsewhere in this document.*
72	Describe the district's methods used to notify parents and students of available programs and services, **including but not limited to: bilingual programs, alternative schools, charter schools, magnet schools, after-school supports, etc.** Response *Notifications are sent to parents/guardians of EL students regarding school activities. These notices are of school activities that are communicated to other parents, such as special meetings, extra-curricular activities, school schedules student handbooks, progress reports, and events. The ELD Coordinator/Teacher is proactive in making sure that parents/guardians of EL students are aware of school activities, and arranges for interpreter services, as needed, during parent conferences, home visits, and phone calls to advise parents of school and classroom activities, and overall student progress.* *The district website also contains information about programs through the school websites and department websites.* *For additional information, please see #68 above.*
73	Describe the district's methods used to notify parents of ELs regarding school activities communicated in a language parents can understand (i.e., progress reports, parent-teacher conferences, handbooks, fund raising, extracurricular activities, etc.). What is the process the district uses to determine which documents need to be translated? How does the district provide interpreters for parent to be able to participate in their student's education? Response *To comply with the parent notification requirements of ESSA and the Office of Civil Rights, FRSD provides (with budgetary allocations from ELD, Title I, and SPED) translated language-appropriate (is often English) notices to the parents of EL students regarding school activities that are communicated to other parents; for example, student progress reports, report cards and newsletters. Interpreter services are available upon request to interpret school schedules, information provided in student handbooks, extracurricular activities, special meetings, and events such as PTA meetings and fund-raising events.* *The district maintains contracts with two interpreters who work on an hourly basis. In addition, there is an online software company (SYSTRAN or comparable) that specializes in translation and interpreter services. We are pursuing utilizing them as much as feasible.*
74	Describe the district's procedure, timeline, and the person(s) responsible for the dissemination of information regarding Title III to local private schools? Response *Each year beginning in February, the district's Title Director meets the directors of all the private schools within FRSD in person and disseminates all pertinent information to them. During the annual private school consultation, the Title Director provides the private school director with a letter that states that the Fern Ridge School District 28J receives federal funds under the Every Student Succeeds Act (ESSA) and that qualified students attending the private schools are eligible for specific services under ESSA with funds allocated to the district through the different title services described below.*

Title I	Reading and Mathematics

	Title II-A	Professional Development for Teachers and Staff
	Title III	Limited English Proficient and Recent Arriver/Immigrant Students

When the Title Director met with these schools in the Spring of 2017, all of them declined participation in our programs.

75	**Describe the district's procedure, timeline, and person(s) responsible for the dissemination of information of Recent Arrivers to private schools as required by Title III.** Response *The Title Director has established rapport with the private schools through the annual meeting(s) that is held. Directors of those private schools contact the director who then contacts the district's EL teacher. Services, testing, and all other pertinent procedures are completed as noted in other sections of this plan.*
76	**Describe the progress in sharing the ODE EL Legislative Report with parents, School Board members, community members, and staff annually.** Response *There is a link on the assistant superintendent's web page to these reports in English and Spanish. It will be updated as new legislative reports are received.* URL for English version: *http://www.oregon.gov/ode/reports-and-data/LegReports/Documents/Oregon%20Department%20of%20Education%20Annual%20Report%20on%20English%20Learners%20FINAL.pdf*
77	**Describe the district's procedure in recruiting parents of ELs to participate in school leadership roles. Include how the district will make these positions accessible for parents.** Response *All parents are encouraged to run for site council positions, PTA opportunities, etc. These announcements go home in parent newsletters at elementary and are translated into Spanish.*

Section 9: Program implementation Evaluation

Question #	

78	Describe the district's program evaluation process of the implementation of district's EL Plan.
	   o Include whether the district has followed the established plan; met the applicable procedural and service requirements – including frequency, timeliness, and documentation; does the information sources and methods for gathering information:
	       ▪ Include whether the evaluation determines if staff have followed applicable procedures and service requirements, including procedural and service requirements (frequency, timeliness, and documentation).
	       ▪ Include the list of reviewed items: file and record review, staff interviews and surveys, input from parents/students or focus groups, and grievances/ complaints made to the district regarding district program implementation or service delivery.
	
	Response *The FRSD EL teacher has assured the supervisor of the Title III program that she has adhered to all aspects of the current ELD plan. We received one complaint this year because a Home Language Survey was forced on the parent based on the color of their skin; the family was entirely native born Americans and never spoke any other language than English. Other than this complaint, no complaints have been filed regarding implementation or service delivery during the life of the 2015-2017 FRSD ELD plan.*

| 79 | Include the evaluation of the district's identification process. **Did the district meet the timelines for each step of the district's identification process?**

Response *The Fern Ridge ELD Plan for 2015-2017 Identification process was followed exactly in procedural and service requirements. All students whose entrance forms indicated that other languages were used at home when they entered the schools were evaluated after CUM file review (if available) within 30 days of the beginning of the school year or 14 days after the school year is underway. After a review of the CUM file the students were given the Woodcock Munoz Language Survey in English. If it was determined that they did not qualify for services (a score of 4 or higher in the Broad Language category), that information was sent home to parents, put into their CUM file and into a file in the ELD office. If it was determined that they needed services (scored below a 4), they were started in the ELD program as soon as a pull out time was arranged with the classroom teacher. Also a letter was mailed to the parents/guardians in a language they understood via the US Postal Service to notify them of their child's initial or continuing placement in the ELD program. The letter is mailed within 30 days of the beginning of the school year or 14 days if school is already in session when the student arrives. Copies of the letters are kept in the CUM file and in the ELD office file.*

There was turnover in the principal and the principal's secretary at Veneta Elementary at the beginning of the 2017-2018 school year. Because of these new staff members in key positions, some communication did not flow through to the EL teacher. Training has been completed and new staff at VES now fully understands the process.

Also, there was an exception to the plan when two students entered the district but were unable to attend for a month after registering because of a head lice problem. As soon as that was resolved (a month later) the two students were tested. They both scored 4's on the Woodcock-Munoz Language Survey and so were deemed ineligible.

For specific information of identification process please see Section 3, questions 29 through 39 of this Fern Ridge ELD Plan. |
|---|---|
| 80 | Include the evaluation of the student initial identification assessment process. **Did the district administer the identification screener timely?**

Response *The Fern Ridge School District gave all potential ELD students the Woodcock Munoz Language Survey within 30 days of the beginning of school or within 14 days in the student arrived during the school year. If students receive a score of 4 or above, they are deemed ineligible for services. If students receive 3.5 or below score, they enter the program and are seen immediately.*

There was an exception to the plan when two students entered the district but were unable to attend for a month after registering because of a head lice problem. As soon as that was resolved (a month later) the two students were tested. They both scored 4's on the Woodcock-Munoz Language Survey and so were deemed ineligible.

For specific information of identification process please see Section 3, questions 29 through 39 of this Fern Ridge ELD Plan. |
| 81 | Include the evaluation of placement in EL program services to all students with identified language needs.

Response *Woodcock Munoz Language Survey was used for all new and continuing students* |

	for placement. Also ELPA21 was used for continuing students or students who moved into the FRSD 28J from other Oregon school districts. These two assessments and evaluation of the student files (i.e. did the student take the ELPA21 the previous, notes from the previous school districts, etc.) worked well. *In the fall, 2017 there was one student who came into the district from California and we are still waiting for his CUM file. According to his verbal history, he was in US schools for the first and second grades and then his education was interrupted until he entered California schools for the second half of the 6th grade. He entered our school district at the beginning of the 7th grade.* *For specific information of identification process please see Section 3, questions 29 through 39 of this Fern Ridge ELD Plan.*
82	Include the evaluation of adequate staff and materials that is consistent with the district's EL program of service. <mark>Response</mark> *FRSD 28J has a .75 FTE ELD teacher. She has an M. Ed. and is certified in K12 ESOL, K8 Multi-subjects, and 6-12 ART. She teaches students in grades K-12. She is also the ELD Coordinator, so she administers the Woodcock-Munoz Language Evaluation Tests, monitors students during the 4 years after receiving ELD, sends out notices, maintains the files, mostly arranges the teaching schedule, and implements the curriculum. She not only uses the REACH curriculum for elementary students, but also implements the INSIDE curriculum for middle school and the EDGE curriculum in high school. She supplements with ReadWorks, Moby Max, and other online available material. In addition, the high school students read and answer questions on the monthly newspaper, EASY ENGLISH NEWS. Because we are a small district and there is a wide range of English abilities among our students, each students receives lesson plans adapted to his/her needs. The ELD coordinator/teacher also stays in touch with the students' classroom teachers so that she can adapt lessons to what areas the classroom teachers feel the student extra support in.*
83	Include the evaluation of the district's exiting/reclassification process for students transitioning from the EL program. <mark>Response</mark> *FRSD 28J follows the plan of Exiting Plan designed by ODE. When a student receives all 4s and/or 5s on ELPA21 that student is exited from the active ELD program and starts in Monitor SY1. Because ODE has extended monitoring to 4 years and determined because of that, students who receive all 4s and 5s be exited, no matter what.* *This policy seems to be working in our district because in the last 4 years no ELs have returned to the program after exiting.*
84	Include the evaluation of the district's monitoring practices for students who have transitioned from the EL program **for each year of monitoring.** <mark>Response</mark> *In FRSD 28J, notices are sent out at the beginning of each semester to the teachers of monitored students. Then toward the ends of the semester evaluation forms are sent to each Core Subject Teacher asking questions about how the students are doing in the regular classroom. Most teachers respond to the evaluation forms and to date all the students seem to be performing adequately in their classroom work. At the time of writing this plan, evaluation forms had not been sent out. However, in preivous years, no teachers have felt it necessary for any students to return to the program.*

| 85 | Include the evaluation of EL parent participation in school/district decision making groups and the district's recruitment practices.

<mark>Response</mark> *We advertised for and held a Title parent meeting on December 11. Part of that presentation had a Title III section for parent input and participation. Unfortunately no parents attended.*

At the middle school there is a parent on the Site Council that meets once a quarter. We also have time during our monthly parent group meetings for parents to bring up any concerns or questions about things happening at the school. It's a regular agenda item at those meetings. The Site Council parent is not an EL parent. The principal doesn't think any EL parents have attended our parent group meetings, but those meetings are open to any parents. Site Council opened up for nominations and only one parent showed an interest. That parent was not an EL parent.

The other buildings in Fern Ridge School District all have site councils and participation to serve on site councils is open to any interested parent. |
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Student Performance Evaluation – English Language

Question #	
86	Describe the district's rate of ELs acquiring English language skills. Is the pace consistent the with district's EL program goals or expectations?

<mark>Response</mark> *We have had less than 20 students per year and more than 8 in the last 5 years. Four years ago (June, 2014), 3 students were exited from the program. One was a waived student, one had been in the program for 2 years, and one re-entered that year and then was exited at the end having had a total of 3 years of ELD.*

Three years ago (June, 2015), we exited 3 students. One had been in the program 2 years, one had been in the program 8 years (but was on an IEP for LD), and one was in the program for 4 years exited, re-entered and exited after one additional year.

Two years ago (June, 2016), we exited 3 students. One had been in the program for 3 years. One was in the program for 6 years. She could have exited after 5, but the CR teacher and parents requested that she continue for one more year to improve her writing skills*. The other was in the program for two years and then had an interrupted education for one year and then was in 3 more years.

Last year (June, 2017), one student was exited after 5 years. He could have exited in 4 years but his CR teacher and parents felt he needed another year of ELD services to improve his writing.*

The current standard is for students not on IEPs to be exited in 5 to 7 years. Our districts track record is in compliance with that.

*These two students come from the same family and their parents are very supportive of their doing their very best in school, which is why they requested the extra year of focused work on writing and English conventions. However, this practice is not allowed anymore and so will not be a standard of practice in FRSD. |

87	Describe the district's rate of language development progress compatible with the district's objectives for academic (core content) progress.
	<mark>Response</mark> *The 2016-2017 ELA target for the state and the district was 57%. EL learners in grades 3 – 5 achieved 25%, grades 6 – 8 achieved 0% (N=3), grade 11 had no EL learners taking the SBAD in 2016-2017.*
88	Describe how the ELs are performing in English language skills compared to the district's goals and standards.
	<mark>Response</mark> *Of the 10 EL students that took the Listening portion of the ELPA 21, four of them showed growth (10%, 10%, 6% and 3%) while the remaining 6 showed declines ranging from -1% to -8%. For that same group of students taking the Reading portion of ELPA21, 5 of them showed growth (12%, 11%, 8%, 5% and 3%) while 5 showed declines ranging from -2% to -12%. For the same group of students taking Speaking, 7 showed growth or stayed even (15%, 13%, 6%, 0%, 0%, 0%, 0% and 3 showed declines ranging from -1% to -8%. Lastly, 5 of the students taking the Writing portion showed growth or stayed even (13%, 8%, 4%, 2% and 0%) while the remaining 5 showed declines ranging from -1% to -16%. These percentages were determined by comparing the 15-16 ELPA administration to the 16-17 ELPA administration.*
89	Describe how the district's ELs are progressing in English language skills so they will be able to successfully handle regular coursework.
	<mark>Response</mark> *Of the 10 EL students that took the Listening portion of the ELPA 21, four of them showed growth (10%, 10%, 6% and 3%) while the remaining 6 showed declines ranging from -1% to -8%. For that same group of students taking the Reading portion of ELPA21, 5 of them showed growth (12%, 11%, 8%, 5% and 3%) while 5 showed declines ranging from -2% to -12%. For the same group of students taking Speaking, 7 showed growth or stayed even (15%, 13%, 6%, 0%, 0%, 0%, 0% and 3 showed declines ranging from -1% to -8%. Lastly, 5 of the students taking the Writing portion showed growth or stayed even (13%, 8%, 4%, 2% and 0%) while the remaining 5 showed declines ranging from -1% to -16%. These percentages were determined by comparing the 15-16 ELPA administration to the 16-17 ELPA administration.*
90	Describe how the **monitored** ELs continue to demonstrate English language skills that enable them to successfully handle regular coursework.
	<mark>Response</mark> *Of the 8 students that were at a grade level during 16-17 where SBAC is given, 50% passed the ELA SBAC. A report card review was done on 1.29.18 for the 3 students who were not at a testing grade level last year. Of those 3, one was passing Language Arts and two were not.*
91	**Describe how the former (not monitored nor current) ELs continue to demonstrate English language skills that enable them to successfully handle coursework.**
	<mark>Response</mark> *Of the three EL's flagged as 5F on our AMAO collection, one graduated 6/12/2017, one moved out of district 12/16/16 and, after a review of the report card, one is currently earning a passing grade in Language Arts.*

Student Performance Evaluation – Academic Performance

Question #	
92	Describe how the EL students, who are currently receiving English language development services, are progressing academically relative to program goals or expectations for core content knowledge.
	<mark>Response</mark> *For the EL students that were in a grade level last year and took SBAC in grades 3 –*

	5, 25% of those students passed ELA SBAC. Grades 6 – 8 had a sample size of 3 and none of them passed ELA. The high school had no EL students in 11th grade during the 16-17 school year.
93	Describe how the **current** EL, **monitored** EL, and **former EL** students are doing, over time, as compared to the academic performance of all other students. Response *The students flagged as EL are not passing the ELA SBAC at the same rate as their non-EL peers.*
94	Describe what measures are being used to assess the overall performance of EL students in meeting the goals the district has established for its EL program. Response *FRSD 28J measures the growth of ELs with the ELPA21 standardized test given in the spring. Because the ELPA21 has only been in use for the last two years, we only have two years of comparisons at this point. We have 5 newcomers and so therefore have no comparisons for them yet. We have 3 kindergarteners in our program and 3 first graders and so don't have two years of test scores to compare them yet.* *Of the remaining students, one student grew one level in reading, one in writing, one in listening and one in speaking. One student stayed the same in reading and writing, dropped a level in listening and grew 2 levels in speaking. Another student grew one level in reading, stayed the same in writing, dropped a level in listening, and grew three levels in speaking. The last student grew one level in reading and stayed the same in the other 3 levels.* *At the beginning of the year the ELD teacher attempted to form groups of students needing the same type of focused support to grow in the areas that they were behind in. The district has four schools and trying to work out a schedule so that students did not miss Core Subject matter and Title I groups made that impossible. The teacher still attempts to focus on the area of non-growth for her students and continues to connect with CR teachers in order to know what areas the ELs are having difficulty with.*

Program Improvement/Modifications

Question #	
95	List any identified concern(s) based on this evaluation. Response *1. The Core Content teachers in MS and HS sometimes do not return the evaluations requested of Monitored Students. This makes it difficult to know how the students are doing in regular classrooms.* *2. The ELs work better in a group than one on one. It is difficult in a small district to form groups of students in each school. For an example, this year initially 4 students in the same school were scheduled to be taught together in one school. The group was comprised of 2 third graders, a fourth grader, and a fifth grader. The 3rd graders were a bit more advanced in English than the other two who were almost equal. Because of Core Content group times and Title I pull out times, it was impossible to keep the group intact so that the 3rd graders were together, the fourth grader was served alone and the fifth grader was served alone. In contrast, there are 3 first graders that are working together in another school. One is a very strong reader but has difficulty with comprehension. She is inspiring the others to read better and they are helping her to understand what she reads better.* *3. Students who are not newcomers are only served 2 days/week for 30 minutes. This makes cohesion in teaching specifics topics more difficult.*
96	Describe how the district will address the concern(s).

ODE	 1. *It will be addressed at staff meetings at MS and HS that teachers need to complete and return the evaluations on monitored students.* 2. *The schedule of the ELD teacher will be reviewed and she will be supplied with assistance in creating a schedule that better fits the needs of our EL students.* 3. *We are a small district and many areas, we are forced to provide minimums only.*

OREGON DEPARTMENT OF EDUCATION

Title III Local Plan (2017-19)

Signature Page

Submission Date: (SEE SEPARATE DOCUMENT)

District Name: Fern Ridge School District 28J

District Address: 88834 Territorial road

City, State and Zip code: Elmira, OR 97437

District Phone Number: 541-935-2253

District Superintendent: **Gary E. Carpenter, Jr.**
                                            (Printed Name)

  Signature: _____

  Date: _____

EL Coordinator Director: **Karen McKenzie, D.Ed.**
                                            (Printed Name)

  Signature: _____

  Date: _____

TITLE III ASSURANCES

Districts receiving Title III funds, either directly or through a Title III Consortium, must agree to spend Title III funds on three required activities: (1) provide supplemental activities to support ELs (English learners) language development in English; (2) provide supplemental professional development to support ELs access to core content (ELA, Math, Science) to classroom teachers, principal, administrators; and (3) provide supplemental activities for district outreach for parents, families, and community members.

All Title III must be linked to the Title III purposes in Sec. 3102. [20 U.S.C. 6812] Purposes. (ESSA law link)
The purposes of this part are—
(1)   to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
(2)   to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;
(3)   to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners including immigrant children and youth;
(4)   to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
(5)   to promote parental, family, and community participation in language instructional educational programs for the parents, families, and communities of English learners.

In accordance with the provisions of Title III, the signature below assures the Oregon Department of Education (ODE) that the district or consortium lead agency will submit a sub-grant application that addresses Title III requirements. The district, or the consortium lead agency on behalf of its Title III consortium members, further assures the ODE that the applying district or each consortium district member is in compliance with the following Title III provisions:
1. Parental notification relating to EL identification, placement decisions including parental rights regarding placement decisions. (Sec. 1112)
2. Annual assessment of English proficiency of ELs in grades K-12. (Sec. 1111)
3. Each district is complying with section 1112(e) prior to, and throughout, each school year as of the date of the application.
4. The district has consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities and institutions of higher education, in developing this sub-grant application. (Sec. 3116)
5. The district is not in violation of any State law, including State constitutional law, regarding the education of ELs, consistent with sections 3125 and 3126.
6. The district will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, include migrant and seasonal Head Start agencies, and other early childhood education providers.

Gary E. Carpenter, Jr.   Date:_____
Printed Name of Superintendent

(SEE SEPARATE DOCUMENT)
_____
Signature of Superintendent

EL Plan Participants List

Please include the list of participants in the planning of this district EL plan. The following list is provided to assist the district in ensuring a broad representation of EL Plan participants:

EL teachers	Charter school staff
EL program coordinators	TAG staff
Building-level administrators	Instructional assistants
Content teachers	Bilingual educators
District-level administrators	Title I-A staff
Special Education staff	Parents
Fiscal staff	Community members
Etc., as appropriate for your districts	

Add rows if needed.

Name	Title/Position
Gary Carpenter	Superintendent/EHS Principal
Lisa Leatham	VES Principal
Michelle Marshall	EES Principal
Olivia Johnson	FRMS Principal
Quanah Bennett	FRSD Business Manager
Simone D'Aubigne	EL Teacher
Mari Jones	Title 1-A teacher
Karen McKenzie	Special Education Director
Marianne Oakes	Lane ESD School Improvement Specialist
Ron Osibov	Director, West Lane Tech Charter School
Rebecca Dube	Employee/Parent
Ryan Chambers	Parent

SIOP to Skillful Teacher Crosswalk

SIOP	Skillful Teacher
I. PREPARATION	
1. Clearly defined **content objectives** for the students	Curriculum: Objectives • Mastery Level Objectives • Thinking Skill Objectives • Criteria for Success
2. Clearly defined **language objectives** for students	Curriculum: Objectives • Mastery Level Objectives • Thinking Skill Objectives • Criteria for Success
3. **Content concepts** appropriate for age and educational background level of students	
4. **Supplementary materials** used to a high degree, making the lesson clear and meaningful (e.g., graphs, models, visuals)	Clarity: Cognitive Empathy • Explanatory Devices
5. **Adaptation of content** (e.g., text, assignment) to all levels of student proficiency	Curriculum: Objectives • Mastery Level Objectives • Thinking Skill Objectives • Criteria for Success
6. **Meaningful activities** that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking	Curriculum: Objectives • Mastery Level Objectives • Thinking Skill Objectives • Criteria for Success
II. INSTRUCTION	
BUILDING BACKGROUND	
7. **Concepts explicitly linked** to students' background experience	Clarity: The Big Picture • Making Connections to Something Students Already Know • Activating Current Knowledge
8. **Links explicitly made** between past learning and new concepts	Clarity: The Big Picture • Making Connections to Something Students Already Know • Activating Current Knowledge
9. **Key vocabulary emphasized** (e.g., introduced, written, repeated, and highlighted for students to see)	
COMPREHENSIBLE INPUT	
10. **Speech** appropriate for students' proficiency level (e.g., slower rate and enunciation, and simple sentence structure for beginners)	Clarity: Cognitive Empathy • Speech
11. **Explanation** of academic tasks clear	Clarity: The Big Picture • Giving Students an Itinerary • Communicating Objectives • Making Connections (Transitions)
12. Uses a variety of **techniques** to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)	Clarity: Cognitive Empathy • Explanatory Devices
STRATEGIES	
13. Provides ample opportunities for students to use **strategies**	Curriculum: Objectives • Generic Thinking Objectives
14. Consistent use of **scaffolding** techniques throughout lesson, assisting and supporting student understanding (e.g., think-alouds)	Clarity: Cognitive Empathy • Explanatory Devices (Modeling Thinking Aloud, graphic organizers, summarizers)

15. Teacher uses a variety of **question types, including those that promote higher-order thinking skills** (e.g., literal, analytical, and interpretive questions)	Clarity: Cognitive Empathy • Checking for Understanding

INTERACTION	
16. Frequent opportunities for **interaction** and discussion between teacher/student and among students which encourages elaborated responses about lesson concepts	Clarity: The Big Picture • Activating Current Knowledge • Summarizing
17. **Grouping configurations** support language and content objectives of the lesson	Curriculum: Objectives • Student Involvement
18. Consistently provides sufficient **wait time for student responses**	Motivation: Expectations • Wait Time I • Wait Time II
19. Ample opportunities for students to **clarify key concepts in L1** as needed with aide, peer, or L1 text	

PRACTICE/APPLICATION	
20. Provides **hands-on** materials and/or manipulatives for students to practice using new content knowledge	Clarity: Cognitive Empathy • Explanatory Devices
21. Provides activities for students to **apply content and language knowledge** in the classroom	Principles of Learning • Practice Principle • Say-Do Principle
22. Uses activities that integrate all **language skills** (i.e., reading, writing, listening, and speaking)	Principles of Learning • Practice Principle • Say-Do Principle

LESSON DELIVERY	
23. **Content objectives** clearly supported by lesson delivery	Curriculum: Objectives • Mastery Level Objectives • Thinking Skill Objectives • Criteria for Success
24. **Language objectives** clearly supported by lesson delivery	Curriculum: Objectives • Mastery Level Objectives • Thinking Skill Objectives • Criteria for Success
25. **Students engaged** approximately 90% to 100% of the period	Management • Attention • Momentum • Routines
26. **Pacing** of the lesson appropriate to the students' ability level	

III. REVIEW/ASSESSMENT	
27. Comprehensive **review** of key vocabulary	Clarity: The Big Picture • Summarizing Learning
28. Comprehensive **review** of key content concepts	Clarity: The Big Picture • Summarizing Learning
29. Regularly provides **feedback** to students on their output (e.g., language content, work)	Curriculum: Objectives • Mastery Level Objectives • Thinking Skill Objectives • Criteria for Success

30. Conducts **assessment** of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson	Clarity: Cognitive Empathy • Checking for Understanding

Making Content Comprehensible for English Language Learners: The SIOP Model Echevarria,Vogt, and Short
The Skillful Teacher Saphier and Gower