

## EL Plan Template for SD Use

District #: Fern Ridge School District

Date: October 2022

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	<p>The size of the district, including the number of schools.</p> <p>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</p>														
2	<p>The enrollment of the district, please include the data date (i.e., spring membership).</p> <p>Response As of September 2022 there are 1362 students enrolled in Fern Ridge School District.</p>														
3	<p>The district's ethnic diversity (could be percent or number).</p> <p>Response: The breakdown of our ethnic diversity at Fern Ridge School District is as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="padding: 5px;">White</td> <td style="text-align: center; padding: 5px;">85%</td> </tr> <tr> <td style="padding: 5px;">Black</td> <td style="text-align: center; padding: 5px;">1%</td> </tr> <tr> <td style="padding: 5px;">Asian</td> <td style="text-align: center; padding: 5px;">&lt;1%</td> </tr> <tr> <td style="padding: 5px;">Pacific Islander</td> <td style="text-align: center; padding: 5px;">1%</td> </tr> <tr> <td style="padding: 5px;">Native American</td> <td style="text-align: center; padding: 5px;">2%</td> </tr> <tr> <td style="padding: 5px;">Multiracial</td> <td style="text-align: center; padding: 5px;">3%</td> </tr> <tr> <td style="padding: 5px;">Hispanic</td> <td style="text-align: center; padding: 5px;">8%</td> </tr> </tbody> </table>	White	85%	Black	1%	Asian	<1%	Pacific Islander	1%	Native American	2%	Multiracial	3%	Hispanic	8%
White	85%														
Black	1%														
Asian	<1%														
Pacific Islander	1%														
Native American	2%														
Multiracial	3%														
Hispanic	8%														
4	<p><b>The number of different languages represented in your EL population (a chart by language and number of speakers is recommended).</b></p> <p>Response: languages represented in FRSD EL population including active ELs, waived ELs, and monitored ELs.</p>														

	<table border="1"> <thead> <tr> <th></th> <th>Active ELs</th> <th>waived ELs</th> <th>monitored ELs</th> </tr> </thead> <tbody> <tr> <td>Bulgarian</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Chinese</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>Russian</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>Spanish</td> <td>12</td> <td>1</td> <td>8</td> </tr> <tr> <td>Vietnamese</td> <td>1</td> <td>0</td> <td>1</td> </tr> </tbody> </table>		Active ELs	waived ELs	monitored ELs	Bulgarian	1	0	0	Chinese	0	0	1	Russian	0	0	1	Spanish	12	1	8	Vietnamese	1	0	1
	Active ELs	waived ELs	monitored ELs																						
Bulgarian	1	0	0																						
Chinese	0	0	1																						
Russian	0	0	1																						
Spanish	12	1	8																						
Vietnamese	1	0	1																						
5	<p>The number and percentage of EL students enrolled in the district (could include number per school).</p> <p>Response:</p> <table border="1"> <tbody> <tr> <td>Districtwide</td> <td>1%</td> <td>13</td> </tr> <tr> <td>Elmira Elementary</td> <td>1%</td> <td>3</td> </tr> <tr> <td>Veneta Elementary</td> <td>1.5%</td> <td>5</td> </tr> <tr> <td>Fern Ridge Middle</td> <td>&lt;1%</td> <td>2</td> </tr> <tr> <td>Elmira High</td> <td>&lt;1%</td> <td>3</td> </tr> <tr> <td>West Lane Technical Charter</td> <td>0%</td> <td>0</td> </tr> </tbody> </table>	Districtwide	1%	13	Elmira Elementary	1%	3	Veneta Elementary	1.5%	5	Fern Ridge Middle	<1%	2	Elmira High	<1%	3	West Lane Technical Charter	0%	0						
Districtwide	1%	13																							
Elmira Elementary	1%	3																							
Veneta Elementary	1.5%	5																							
Fern Ridge Middle	<1%	2																							
Elmira High	<1%	3																							
West Lane Technical Charter	0%	0																							
6	<p>The number of ELSWDs (have an IEP) – provide this information by primary disability. Include the number of ELs with a 504 Plan.</p> <p>Response: Currently, there are two active EL students on IEPs and no active EL students on a 504 Plan.</p>																								
7	<p>The number of ELs enrolled in the Talented and Gifted program.</p> <p>Response: There are no EL students enrolled in Fern Ridge School District identified as TAG.</p>																								
8	<p>A list of the schools, identified by Title I-A Targeted Assisted, Title I School-Wide, <b>Alternative Programs, Charter schools, CTE, etc.</b> (districts could choose buildings with specific programs for ELs (i.e., bilingual, two-way, etc.).</p> <p>Response:  Elmira Elementary (Title SWP)  Veneta Elementary (Title SWP)  Fern Ridge Middle School (no alternative programs)  Elmira High School (CTE, YTP)  West Lane Technical Charter School (Charter, CTE, YTP)</p>																								

<b>District progress for ELs</b> <b>(Districts can choose to put this information in a table)</b>																							
9	<p><b>The number and percentage of ELs showing growth on ELPA21 from 2020-21 to 2021-22 (disaggregated by all ELs, ELSWD, and ELs identified for 5 or more years).</b></p> <p>Response: Regarding the ELs for whom we have data, growth is as follows:</p> <table border="1"> <thead> <tr> <th></th> <th>all ELs</th> <th>ELSWD</th> <th>ELs 5+ yrs</th> </tr> </thead> <tbody> <tr> <td>Students improved one or more levels in Reading</td> <td>8 - 62%</td> <td>1 - 50%</td> <td>0</td> </tr> <tr> <td>Students improved one or more levels in Writing</td> <td>7 - 54%</td> <td>1 - 50%</td> <td>0</td> </tr> <tr> <td>Students improved one or more levels in Listening</td> <td>5 - 38%</td> <td>1 - 50%</td> <td>1 - 50%</td> </tr> <tr> <td>Students improved one or more levels in Speaking</td> <td>9 - 69%</td> <td>1 - 50%</td> <td>1 - 50%</td> </tr> </tbody> </table>				all ELs	ELSWD	ELs 5+ yrs	Students improved one or more levels in Reading	8 - 62%	1 - 50%	0	Students improved one or more levels in Writing	7 - 54%	1 - 50%	0	Students improved one or more levels in Listening	5 - 38%	1 - 50%	1 - 50%	Students improved one or more levels in Speaking	9 - 69%	1 - 50%	1 - 50%
	all ELs	ELSWD	ELs 5+ yrs																				
Students improved one or more levels in Reading	8 - 62%	1 - 50%	0																				
Students improved one or more levels in Writing	7 - 54%	1 - 50%	0																				
Students improved one or more levels in Listening	5 - 38%	1 - 50%	1 - 50%																				
Students improved one or more levels in Speaking	9 - 69%	1 - 50%	1 - 50%																				
10	<p><b>The number and percentage of ELs exiting as proficient in 2021-22 (disaggregated by all ELs, ELSWD).</b></p> <p>Response: Four ELs are exiting as proficient. None of the exiting ELs are ELSWD.</p> <table border="1"> <thead> <tr> <th></th> <th>all ELs</th> <th>ELSWD</th> </tr> </thead> <tbody> <tr> <td>number of students exiting as proficient</td> <td>4 - 31%</td> <td>0</td> </tr> </tbody> </table>				all ELs	ELSWD	number of students exiting as proficient	4 - 31%	0														
	all ELs	ELSWD																					
number of students exiting as proficient	4 - 31%	0																					
11	<p><b>The number of students in monitoring year 1 status.</b></p> <p>Response: the number of EL students in monitoring year 1 status is 2</p>																						
12	<p><b>The number of students in monitoring year 2 status.</b></p> <p>Response: The number of EL students in monitoring year 2 status is 2</p>																						
13	<p><b>The number of students in monitoring year 3 status.</b></p> <p>Response: The number of EL students in monitoring year 3 status is 5</p>																						
14	<p><b>The number of students in monitoring year 4 status.</b></p> <p>Response: The number of EL students in monitoring year 4 status is 3</p>																						
15	<p><b>The number of former ELs (not in current EL or monitoring status).</b></p> <p>Response: The number of former EL students in Fern Ridge School District is 6</p>																						
16	<p><b>The number of students who have re-entered the ELD program after exiting for proficiency.</b></p> <p>Response: The number of EL students who have re-entered the ELD program in Fern Ridge School District is 0</p>																						
17	<p><b>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).</b></p>																						

	Response: Reported data is based on the total number of students tested for state academic assessments which is ELA 6 out of 13 and Math 4 out of 13.																		
	<table border="1"> <thead> <tr> <th></th> <th>all monitored students</th> <th>ELSWDs in monitor status</th> </tr> </thead> <tbody> <tr> <td>Monitor Year 1</td> <td>ELA 2 - 100% Math 0 - 0%</td> <td>n/a</td> </tr> <tr> <td>Monitor Year 2</td> <td>ELA 0 - 0%</td> <td>n/a</td> </tr> <tr> <td>Monitor Year 3</td> <td>ELA 1 - 33% Math 2 - 66%</td> <td>n/a</td> </tr> <tr> <td>Monitor Year 4</td> <td>Math 1 - 100%</td> <td>n/a</td> </tr> </tbody> </table>		all monitored students	ELSWDs in monitor status	Monitor Year 1	ELA 2 - 100% Math 0 - 0%	n/a	Monitor Year 2	ELA 0 - 0%	n/a	Monitor Year 3	ELA 1 - 33% Math 2 - 66%	n/a	Monitor Year 4	Math 1 - 100%	n/a			
	all monitored students	ELSWDs in monitor status																	
Monitor Year 1	ELA 2 - 100% Math 0 - 0%	n/a																	
Monitor Year 2	ELA 0 - 0%	n/a																	
Monitor Year 3	ELA 1 - 33% Math 2 - 66%	n/a																	
Monitor Year 4	Math 1 - 100%	n/a																	
18	<p><b>The number and percentage of ELs who have not reached English proficiency having been identified for 5 years or more (disaggregated by all ELs and ELSWD for each year 5, 6, 7, 8, 9, etc.).</b></p> <p>Response: The number of EL students in Fern Ridge School District that have not reached English Proficiency having been identified for 5 or more years is as follows:</p> <table border="1"> <thead> <tr> <th></th> <th>all ELs</th> <th>ELSWD</th> </tr> </thead> <tbody> <tr> <td>5 years</td> <td>1</td> <td>0</td> </tr> <tr> <td>6 years</td> <td>0</td> <td>0</td> </tr> <tr> <td>7 years</td> <td>0</td> <td>0</td> </tr> <tr> <td>8 years</td> <td>0</td> <td>0</td> </tr> <tr> <td>9 years</td> <td>1</td> <td>0</td> </tr> </tbody> </table>		all ELs	ELSWD	5 years	1	0	6 years	0	0	7 years	0	0	8 years	0	0	9 years	1	0
	all ELs	ELSWD																	
5 years	1	0																	
6 years	0	0																	
7 years	0	0																	
8 years	0	0																	
9 years	1	0																	
19	<p><b>The number and percentage of the district ELs who have a waiver for ELD services.</b></p> <p>Response: The number of students in Fern Ridge School District who have a waiver for ELD services is 1 or &lt;1 %</p>																		

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

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

School	Emerging Language Proficiency (ELPA 1)	Progressing Language Proficiency (ELPA 2)	Intermediate Language Proficiency (ELPA 3)
Elmira and Veneta Elementary Schools (K-5)	ELD Push-in ELD Pull-out	ELD Push-in ELD Pull-out	ELD Push-in
Fern Ridge Middle School	ELD Push-in ELD Pull-out Sheltered Instruction	ELD Push-in ELD Pull-out Sheltered Instruction	ELD Push-in
Elmira High School	ELD Push-in ELD Pull-out Sheltered Instruction	ELD Push-in ELD Pull-out Sheltered Instruction	ELD Push-in

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 in three key ways:

**ELD Push-in** utilizes School-Wide English Learning to provide support for student access to language necessary to achieve rigor within the general education classroom setting in coordination with the general education teacher. The ELD teacher works with the general education teacher to ensure that each EL student is provided with the appropriate scaffolding and instruction to support both their developing English Language proficiency and their overall academic growth.

**ELD Pull-out** includes working directly with EL students to provide rigorous direct instruction to support language development. Direct Instruction along with specialized curriculums and targeted strategies are used to promote English language learning during these intensive sessions.

**Sheltered Instruction** integrates language and content instruction. FRSD teachers have been working on explicit instructional strategies through professional development utilizing programs/strategies like Sheltered Instruction and Skillful Teacher. (see appendix)

21	<p>Include the relevant research that supports each <b>of the</b> district's educational approach(es) for educating ELs. (NOTE: only citation for research is needed)</p> <p>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).</p> <p>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. Santa Cruz, CA: ToucanEd.</p> <p>Eschevarria, J. (2007). Instruction for English language learners. Retrieved from <a href="http://reading.macmillanmh.com/treasurechest/teacher.html">http://reading.macmillanmh.com/treasurechest/teacher.html</a></p> <p>Goldenberg, C. (2008, January). Teaching English language learners: What the research does – and does not – say. American Educator, Pages 8-23; 42-44.</p>
----	---

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.

Lave and Wenger, E. (1991) Situated learning: Legitimate peripheral participation. Cambridge University Press.

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.

Benegas, Michelle and Stolpestad, Amy (2020) Teacher Leadership For School-Wide English Learning. TESOL Press

22

Describe the district’s educational goal for English language proficiency. **Please ensure this is a SMART goal that 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).**

Response:

Elementary ELs	Given three years of ELD instruction and support, the percentage of EL students scoring at or above proficient on the ELPA will increase from 33% in 21-22 to 40% in 2024-2025.
Secondary ELs	Given five years of ELD instruction and support, the percentage of EL students scoring at or above proficient on the ELPA will increase from 20% in 21-22 to 50% in 2024-2025.
SIFE (Students with Interrupted Formal	Not Applicable At This Time

	Education)			
	ELSWD	Increase the %age of ELs showing progress in ELD from 50% to 100% by SY2024-2025 as measured by the ELPA summative.		
	Recent Arrivers - Elementary	Not Applicable At This Time		
	Recent Arrivers - Secondary	Not Applicable At This Time		
23	<p>Describe the district’s educational goal for core content knowledge. <b>Please break this down into elementary and secondary SMART goals specific to ELs enrolled in the district.</b></p> <p>Response:</p> <p>Fern Ridge School District has established several goals/outcomes for the district as part of its Strategic Investment Act/Consolidated District Improvement Plan process. By striving towards these goals, the district will engage in the process of improving instruction resulting in increased core content knowledge for all students:</p> <ol style="list-style-type: none"> <li>1. FRSD will create more opportunities and programs for trained volunteers to support students.</li> <li>2. Through staffing and leveraged partnerships, Increase the adult to student ratio with certified, classified, support and counseling staff, in order to support students mental and behavioral health needs.</li> <li>3. IA's will engage in systematic professional development, and as a result, implement best practices to support student learning.</li> <li>4. Extracurricular and new summer opportunities can be linked to positive changes in students feeling connected to school, academic outcomes and community engagement.</li> </ol> <p>Additionally, our School Board has also set specific goals</p> <p>Goal #1: Community: Engage constituents in a wide variety of ways to elicit feedback that will focus board direction and facilitate continuous improvement while improving student success.  Goal #2: Support Services: Provide a comprehensive system of support services to facilitate student and staff success, both academically and personally.  Goal #3: Equity: Support ongoing equity based professional development and a continuous improvement cycle that looks at multiple data sources to identify our strengths and areas for growth.</p> <p>Based on these goals and the strategies the district will adopt to move forward to meet these goals, the following goals are set for our ELL students.</p> <table border="1" data-bbox="332 1644 1450 1990"> <tr> <td data-bbox="332 1644 891 1990">Elementary SMART goals</td> <td data-bbox="891 1644 1450 1990"> <p>In the Spring of 2022, 1 out of 6 Elementary EL students took the ELA and Math test, and that student did not meet proficiency in either test.</p> <p>SMART goal based on that data is to Increase the percentage of ELs scoring at or above grade level in ELA and Math core content from 0% in Spring 2022 to 1 out of 6 or 17% in Spring 2023, 2 out of 6 or 33% in</p> </td> </tr> </table>		Elementary SMART goals	<p>In the Spring of 2022, 1 out of 6 Elementary EL students took the ELA and Math test, and that student did not meet proficiency in either test.</p> <p>SMART goal based on that data is to Increase the percentage of ELs scoring at or above grade level in ELA and Math core content from 0% in Spring 2022 to 1 out of 6 or 17% in Spring 2023, 2 out of 6 or 33% in</p>
Elementary SMART goals	<p>In the Spring of 2022, 1 out of 6 Elementary EL students took the ELA and Math test, and that student did not meet proficiency in either test.</p> <p>SMART goal based on that data is to Increase the percentage of ELs scoring at or above grade level in ELA and Math core content from 0% in Spring 2022 to 1 out of 6 or 17% in Spring 2023, 2 out of 6 or 33% in</p>			

		<p>Spring 2024, and culminating in 3 out of 6 or 50% in Spring 2025. These percentages will need to be updated prior to official submission to reflect current data at that time.</p>
	<p>Secondary (Middle School and High School) SMART goals</p>	<p>In the Spring of 2022, 2 out of 4 Secondary EL students took the ELA and Math test, and those students did not meet proficiency in either test.</p> <p>SMART goal based on that data is to increase the percentage of ELs scoring at or above grade level in ELA and Math core content from 0% in Spring 2022 to 1 out of 4 or 25% in Spring 2023, 2 out of 4 or 50% in Spring 2024, and culminating in 2 out of 4 or 50% in Spring 2025. These percentages will need to be updated prior to official submission to reflect current data at that time.</p>
<p>24</p>	<p>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? <b>This could include district formative assessments.</b></p> <p>Response:</p> <p>FRSD will measure the effectiveness of our ELD program in a variety of ways and using a variety of measures. First and foremost, we will look at progress towards the goals listed in Question #22 based on ELPA testing each year. Additionally, we will seek anecdotal feedback from teachers and staff to assess how EL students are performing academically, socially, and emotionally in a school setting. We do this because the ELPA test, while a critical measurement tool, is still limited. While we want our EL students to perform well in all areas of language attainment as measured by the ELPA (reading, writing, speaking, and listening) , we also want them to be able to generalize those skills and to feel comfortable/confident applying them to academic and social situations. This means that we need to get feedback from school staff and look at classroom based data including formative assessments and overall classroom performance when measuring the effectiveness of our ELD program.</p>	
<p>25</p>	<p>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? <b>This could include district progress monitoring assessments.</b></p> <p>Response:</p> <p>As stated in Question #23, progress towards the attainment of core content knowledge by our EL students will primarily be measured using OSAS testing data in ELA and Math. In addition, similar to the approach listed in Question #24, we will also consider other measures including teacher feedback, district assessments (i.e. easyCBM tests), classroom performance, classroom assessments, and transcript reviews to look at not only how our EL students demonstrate core content knowledge on isolated assessments but also in their day in and day out school performance.</p>	



26	<p>Describe the frequency the district will progress monitor the established goals.</p> <p>Response: Depending on which tool is being used to measure, monitoring could occur monthly, three times a year, and/or annually. OSAS testing is annual, EasyCBM testing occurs three times a year, classroom based formative assessments are ongoing, as is soliciting feedback from staff.</p>
27	<p>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.</p> <p>Response The goals/outcomes that are included in our district SIA/CDIP goals and those created by the school board (see #23) were written for all students that are served by our district. The specific goals that we have set for EL groups and will measure through the ELPA are directly related to meeting those general education goals set for all of our students. The goals for our EL students related to core content knowledge and measured through the OSAS also mirror the goals for all students that each individual building submits for the SIA/CDIP regarding improving student performance on state assessments.</p>
28	<p>Describe how these goals will prepare ELs to meet the district goals for its overall educational program, graduation, and the college/career ready standards.</p> <p>Response The goals developed by our school board and the outcome targets from our School Investment Account/Consolidated Improvement Plan will assure that all students are being prepared to graduate and for any path they choose to take post high school. The specific goals included in this plan for our EL students are designed to ensure that they attain English Language proficiency and at the same time progress with their peers academically and socially. Our ultimate goal for our EL students is the same for all of our students, provide them with the skills they need to meet graduation standards and be ready for any path they choose to take after high school.</p>

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

Question #	
29	<p>Describe the district’s procedure which includes a step to administer the Language Use Survey to all students. <b>Include the school year the district will begin using the state-approved Language Use Survey.</b></p> <p>Response: Fern Ridge School District started using the state approved Language Use Survey in the 2018-2019 school year. Beginning with the 2020-21 school year we used the Legacy version of the home language survey while we await the release of the new survey due from ODE during the 22-23 school year. We fully expect to use the new 22-23 survey once it is made available.</p> <p>Our current practice is that each school welcomes the family into the school district and includes a Home Language Survey (HLS) with the registration materials given to each new family during registration in August. This survey and the registration materials themselves are available in multiple languages. Each school can also access translation services during registration if needed.</p>

	<p>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.</p> <p>The original student enrollment form is placed in the student's CUM file in a locked and fireproof cabinet or a fireproof file room, depending on the building. The information from the enrollment form is also entered into ESchool, which is our student information database.</p> <p>The HLS is used as the basis to begin assessment of the student for ELD Program eligibility. Based on the information provided in the HLS, the ELD Coordinator administers the ELPA Screener. Students who score at the emerging or progressing level on the ELPA screener would then be entered into the ELD program. The ELD Coordinator works with the classroom teacher(s) to determine how best to meet the needs of each newly identified student.</p> <p>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</p>
30	<p>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.</p> <p>Response</p> <p>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 if the file is available. If the file is not available, the ELD Coordinator will contact the previous school directly for information and conduct the file review when the file is received.</p> <p>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 ELPA Screener.</p> <p>For private school students that cannot access the ELPA screener we would use the Woodcock Munoz.</p>
31	<p>Describe the district's procedure to include a process to identify Native American students who may be ELs.</p> <p>Response</p> <p>parent/guardian 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.</p> <p>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.</p>

	<p><b>Eligibility for ELD Program Services:</b> 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.</p>																					
32	<p><b>Describe the district’s procedure for identifying potential ELs with a disability (i.e., interpreter, special education, refugee, etc.).</b></p> <p>Response</p> <p>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 regulations to test students for special education. Both Veneta and Elmira Elementary utilize an RTI or Response To Intervention based model to identify students suspected of having a disability. At the secondary level, a similar approach is taken with SST teams identifying students and starting the referral process. When appropriate students are assessed in their native language.</p> <p>In addition, the district provides translation services and provides translated forms when an ELL parent/guardian does not speak English. FRSD contracts with Linguava and they provide translation services for any document in any language as well as translators for meetings, if needed. FRSD also subscribes to TransACT Communications, Inc., which is a web-based service that provides translated documents to parents in over 100 languages.</p> <p>When a parent/guardian 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 translated forms, when needed.</p>																					
33	<p>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. <b>Include the agreement to use the state approved fluency scores at each grade level.</b></p> <p>Response</p> <p>The district’s plan for identifying ELs is based on the ELPA screener in its entirety, as directed by ODE assessment training and delineated by grade level bands across four domains: Listening, Reading, Writing, Speaking as shown in the table below.</p> <table border="1" data-bbox="342 1350 1446 1843"> <thead> <tr> <th>Grade Level Band</th> <th>Placement based on Scores</th> <th>Non-placement based on scores</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>Emerging or Progressing</td> <td>Proficient or Advanced</td> </tr> <tr> <td>Grade 1</td> <td>Emerging or Progressing</td> <td>Proficient or Advanced</td> </tr> <tr> <td>Grades 2-3</td> <td>Emerging or Progressing</td> <td>Proficient or Advanced</td> </tr> <tr> <td>Grades 4-5</td> <td>Emerging or Progressing</td> <td>Proficient or Advanced</td> </tr> <tr> <td>Grades 6-8</td> <td>Emerging or Progressing</td> <td>Proficient or Advanced</td> </tr> <tr> <td>Grades 9-12</td> <td>Emerging or Progressing</td> <td>Proficient or Advanced</td> </tr> </tbody> </table>	Grade Level Band	Placement based on Scores	Non-placement based on scores	Kindergarten	Emerging or Progressing	Proficient or Advanced	Grade 1	Emerging or Progressing	Proficient or Advanced	Grades 2-3	Emerging or Progressing	Proficient or Advanced	Grades 4-5	Emerging or Progressing	Proficient or Advanced	Grades 6-8	Emerging or Progressing	Proficient or Advanced	Grades 9-12	Emerging or Progressing	Proficient or Advanced
Grade Level Band	Placement based on Scores	Non-placement based on scores																				
Kindergarten	Emerging or Progressing	Proficient or Advanced																				
Grade 1	Emerging or Progressing	Proficient or Advanced																				
Grades 2-3	Emerging or Progressing	Proficient or Advanced																				
Grades 4-5	Emerging or Progressing	Proficient or Advanced																				
Grades 6-8	Emerging or Progressing	Proficient or Advanced																				
Grades 9-12	Emerging or Progressing	Proficient or Advanced																				
34	<p>Describe the district’s plan for having students assessed by a trained assessor.</p> <p>Response</p>																					

	<p>The ELPA screener and summative are given by staff fully trained as provided by ODE assessment training. Our District Testing Coordinator works with our ELD Coordinator to ensure that any staff who would be administering either the ELPA screener or summative have been trained using the materials provided by ODE and to the standards set by ODE.</p>							
35	<p>Describe the district’s plan to include the procedures for collecting the assessment data, <b>and</b> sharing the results with teachers.</p> <p>Response  The results from the ELPA screener are reviewed by the ELD Coordinator and shared with the building principals.  <b>Classroom Teacher(s):</b> The ELD Coordinator shares the ELPA results with classroom teacher(s) along with potential classroom supports and accommodations that they can utilize. The ELD Coordinator also provides consultation services to teachers who want additional information and strategies to support the EL student.    <b>Parents:</b> A copy of the ELPA Screener report with the test results is mailed home to parents/guardians, within the time frame specified in Question/Response 30, along with a letter, in a language they can understand, through the U.S. Postal Service to notify parents/guardians of the student’s initial placement in ELD services or that the student does not qualify for ELD services. Students who score Proficient on the ELPA Screener generally don’t receive ELD services.</p>							
36	<p>Describe the district’s plan to include a description of where and how the assessment data will be stored.</p> <p>Response  As the test itself is computer based, a copy of the results are kept with the ELD Coordinator and in the student’s CUM file, both of which are kept either in a fireproofed and locked file cabinet or in a fireproof cabinet within a locked storage room.</p>							
37	<p>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</p> <p>Response  New (Initial Placement) Student</p> <table border="1"> <thead> <tr> <th>Timeline</th> <th>ELD Coordinator/Staff</th> </tr> </thead> <tbody> <tr> <td>New Enrollee in the district: Within seven days of enrollment</td> <td>Notified of student’s enrollment in school, completes CUM file review of student records, and ensures completed HLS. In cases where the CUM file has not yet been received by the school, a phone call to the previous school is made by the ELD Coordinator to gather necessary data for placement.</td> </tr> <tr> <td>New Enrollee in the district: Within 14 days of being placed in the ELD Program</td> <td>Completes initial evaluation, administers ELPA screener (or uses previous SY’s ELPA score), determines program placement, and mails parent/guardian an initial (or</td> </tr> </tbody> </table>		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. In cases where the CUM file has not yet been received by the school, a phone call to the previous school is made by the ELD Coordinator to gather necessary data for placement.	New Enrollee in the district: Within 14 days of being placed in the ELD Program	Completes initial evaluation, administers ELPA screener (or uses previous SY’s ELPA score), determines program placement, and mails parent/guardian an initial (or
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. In cases where the CUM file has not yet been received by the school, a phone call to the previous school is made by the ELD Coordinator to gather necessary data for placement.							
New Enrollee in the district: Within 14 days of being placed in the ELD Program	Completes initial evaluation, administers ELPA screener (or uses previous SY’s ELPA score), determines program placement, and mails parent/guardian an initial (or							

	continuing) placement letter via the U.S. Postal Service. A copy is kept in the ELD CUM file.						
	<p>Returning (Continuing Placement) student:</p> <table border="1"> <thead> <tr> <th>Timeline</th> <th>ELD Coordinator/Staff</th> </tr> </thead> <tbody> <tr> <td>LEP students enrolled in the district since the previous SY: Within 30 days of beginning of school year</td> <td>Mails parent/guardian continuing notification letter via the U.S. Postal Service. A copy of the letter is kept in the ELD CUM file.</td> </tr> <tr> <td>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</td> <td>Mails parent/guardian continuing notification letter via the U.S. Postal Service. A copy of the letter is kept in the ELD CUM file.</td> </tr> </tbody> </table> <p>If parent/guardian requests communication in a language other than English, the parent/guardian notification letter is also provided in the parent's preferred language of communication</p> <p>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 plan.</p>	Timeline	ELD Coordinator/Staff	LEP students enrolled in the district since the previous SY: Within 30 days of beginning of school year	Mails parent/guardian 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/guardian continuing notification letter via the U.S. Postal Service. A copy of the letter is kept in the ELD CUM file.
Timeline	ELD Coordinator/Staff						
LEP students enrolled in the district since the previous SY: Within 30 days of beginning of school year	Mails parent/guardian 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/guardian continuing notification letter via the U.S. Postal Service. A copy of the letter is kept in the ELD CUM file.						
38	<p>Include the process for ensuring parent notification letters are provided in a language parents can understand.</p> <p>Response In addition to the standardized forms available through TRANSACT, FRSD contracts with Linguava to provide customized documents in any language that a family may need. Between these two resources, FRSD will provide parent notification letters in a language parents can understand.</p>						
39	<p><b>Describe where the original language use survey, identification screener results, and original parent identification communication will be stored.</b></p> <p>Response These documents are kept in each student's CUM folder and stored in a fireproof, locking, file cabinet at the individual school. Copies are kept in their file in the ELD office.</p>						

**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. <b>Consider putting this information in a chart – by school, grade, grade level; include all EL programs for all groups of ELs (SIFE, Recent Arriver, ELSWD, etc.).</b>

Response

FRSD implements a School-Wide English Learning program throughout the district that customizes and coordinates English language instruction for each EL based on ELPA proficiency levels and EL student needs.

EL Group	Program Description
Elementary ELs	EL students receive a combination of General Education support through School-Wide English Learning provided by the ELD Teacher and General Education Teacher and ELD instruction provided by the ELD Teacher based on ELPA proficiency level within each domain (Listening, Reading, Speaking, Writing).
Secondary ELs	EL students receive a combination of General Education support through School-Wide English Learning provided by the ELD Teacher and General Education Teacher and ELD instruction provided by the ELD Teacher based on ELPA proficiency level within each domain (Listening, Reading, Speaking, Writing).
SIFE- Elementary	SIFE students receive a combination of General Education support through School-Wide English Learning and ELD instruction provided by the ELD Teacher based on ELPA proficiency levels in each domain (Listening, Reading, Speaking, Writing) with additional support in grade level areas of deficiency.
SIFE- Secondary	SIFE students receive a combination of General Education support through School-Wide English Learning and ELD instruction provided by the ELD Teacher based on ELPA proficiency levels for each domain (Listening, Reading, Speaking, Writing) with additional support in subject areas of deficiency.
ELSWD Elementary	ELSWD students receive a combination of General Education support through School-Wide English Learning and ELD instruction provided by the ELD Teacher based on ELPA proficiency levels in each domain (Listening, Reading, Speaking, Writing) in conjunction with services and accommodations provided within the IEP as determined by the IEP Team.
ELSWD Elementary	ELSWD students receive a combination of General Education support through School-Wide English Learning and ELD instruction provided by the ELD Teacher based on ELPA proficiency levels in each domain (Listening, Reading, Speaking, Writing) in conjunction with services and accommodations provided within the IEP as determined by the IEP Team.

	<p>Recent Arrivers Elementary</p>	<p>RA's with little to no English ability receive intensive language instruction, as needed, based on ELPA proficiency. Instruction is provided by the ELD Teacher in a pull out classroom multiple times each week. The ELD Teacher also coordinates with the general education teacher to supplement with language bridges and adjust instruction as needed.</p>	
	<p>Recent Arrivers Secondary</p>	<p>RA's with little to no English ability receive intensive language instruction, as needed, based on ELPA proficiency. Instruction is provided by the ELD Teacher in a pull out classroom multiple times each week. The ELD Teacher also coordinates with the general education teacher to supplement with language bridges and adjust instruction as needed.</p>	
	<p>Sheltered Instruction provides meaningful instruction in the content areas (social studies, math, science) for English Language Learners (ELLs) as they work towards fluency in English.</p>		
<p>41</p>	<p>Describe the methods and services the district will use to teach English language. <b>Break this out by each different English language program.</b></p> <p>Response:</p> <p><b>School-Wide English Learning</b> combines pull-out instruction, sheltered instruction, and push-in instruction to meet each individual EL at the level of language acquisition and provide rigorous English language instruction to bring them to proficiency as scored on the ELPA.</p> <p><b>ELD Push-In</b> utilizes School-Wide English Learning to provide support for student access to language instruction necessary to achieve rigor within the general education classroom setting coordination with the general education teacher. The ELD teacher works with the general education teacher to ensure that EL students are provided with the appropriate scaffolding and instruction to support both their developing English Language proficiency and their overall academic growth.</p> <p><b>ELD Pull-Out</b> includes working directly with EL students to provide rigorous direct instruction to support language development. Direct Instruction along with specialized curriculums and targeted strategies are used to promote English language learning during these intensive sessions.</p> <p>The amount of Pull-Out support provided depends on the needs of the student as indicated by the ELPA Screener or ELPA Summative Assessment. It also varies as the student makes progress. For example, a recent-arriver (RA) might initially receive Pull-Out support five times a week for 30 minutes a day but after six months that might drop to 30 minutes twice a week. On the other hand, a student who normally receives just ELD Push-In support, might be pulled out for one or two sessions for extra support if there is content they are struggling with and extra help with vocabulary or academic language might be needed.</p> <p><b>Sheltered Instruction</b> integrates language and content instruction. FRSD teachers have been working on explicit instructional strategies through professional development utilizing programs/strategies like Sheltered Instruction and Skillful Teacher. (see appendix)</p>		
<p>42</p>	<p>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.). <b>Include all groups of ELs (SIFE, Recent Arrivers, ELSWD, etc.).</b></p>		

Response		
	Core Content Instruction	Special Programs (Music, Career, Technical, Etc)
Elementary ELs	Core Content Instruction is provided in the General Education classroom by the General Education Teacher in conjunction with the ELD Teacher using scaffolding supports to bridge the language gap as needed on an individual basis. Additional support may be used in a pull-out setting by the ELD Teacher with additional scaffolding and direct instruction as needed.	Special Programs Instruction is provided in the Special Programs classroom by the Special Programs Teacher in conjunction with the ELD Teacher using scaffolding supports to bridge the language gap as needed on an individual basis. Additional support may be used in a pull-out setting by the ELD Teacher with additional scaffolding and direct instruction as needed.
Secondary ELs	Core Content Instruction is provided in the General Education Core Subject classroom by the General Education Core Subject Teacher in conjunction with the ELD Teacher using scaffolding supports to bridge the language gap as needed on an individual basis. Additional support may be used in a pull-out setting by the ELD Teacher with additional scaffolding and direct instruction as needed.	Special Programs Instruction is provided in the Special Programs classroom by the Special Programs Teacher in conjunction with the ELD Teacher using scaffolding supports to bridge the language gap as needed on an individual basis. Additional support may be used in a pull-out setting by the ELD Teacher with additional scaffolding and direct instruction as needed.
SIFE- Elementary	Core Content Instruction is provided for SIFE Elementary students in the General Education classroom by the General Education Teacher in conjunction with the ELD Teacher using scaffolding supports to bridge the language gap on an individual basis as needed. Additional support may be used in a pull-out setting by the ELD Teacher with additional scaffolding and direct instruction as needed.	Special Programs Instruction is provided for SIFE Elementary students in the Special Programs classroom by the Special Programs Teacher in conjunction with the ELD Teacher using scaffolding supports to bridge the language gap as needed on an individual basis. Additional support may be used in a pull-out setting by the ELD Teacher with additional scaffolding and direct instruction as needed.
SIFE- Secondary	Core Content Instruction is provided for SIFE Secondary	Special Programs Instruction is provided for SIFE Secondary



		students in the General Education Core Subject classroom by the General Education Core Subject Teacher in conjunction with the ELD Teacher using scaffolding supports to bridge the language gap as needed on an individual basis. Additional support may be used in a pull-out setting by the ELD Teacher with additional scaffolding and direct instruction as needed.	students in the Special Programs classroom by the Special Programs Teacher in conjunction with the ELD Teacher using scaffolding supports to bridge the language gap as needed on an individual basis. Additional support may be used in a pull-out setting by the ELD Teacher with additional scaffolding and direct instruction as needed.
ELSWD Elementary		ELSWD students receive a combination of Core Content instruction by the General Education Teacher or the Special Education Teacher and the ELD Teacher (or a combination of any of the above) in conjunction with services and accommodations provided within the IEP as determined by the IEP Team. Additional support may be used in a pull-out setting by the ELD Teacher with additional scaffolding and direct instruction as needed.	ELSWD students receive a combination of Special Programs instruction by the Special Programs Teacher or the Special Education Teacher and the ELD Teacher (or a combination of any of the above) in conjunction with services and accommodations provided within the IEP as determined by the IEP Team. Additional support may be used in a pull-out setting by the ELD Teacher with additional scaffolding and direct instruction as needed.
ELSWD Elementary		ELSWD students receive a combination of Core Content instruction by the General Education Teacher or the Special Education Teacher and the ELD Teacher (or a combination of any of the above) in conjunction with services and accommodations provided within the IEP as determined by the IEP Team. Additional support may be used in a pull-out setting by the ELD Teacher with additional scaffolding and direct instruction as needed.	ELSWD students receive a combination of Special Programs instruction by the Special Programs Teacher or the Special Education Teacher and the ELD Teacher (or a combination of any of the above) in conjunction with services and accommodations provided within the IEP as determined by the IEP Team. Additional support may be used in a pull-out setting by the ELD Teacher with additional scaffolding and direct instruction as needed.
Recent Arrivers Elementary		Building staff will work with the ELD Coordinator to develop a schedule to allow the RA to access as much of the Core Content program as possible	Building staff will work with the ELD Coordinator to develop a schedule to allow the RA to pursue the Special Programs of their choice while also providing

		while also providing access to an intensive language development program.	access to an intensive language development program.
	Recent Arrivers Secondary	Building staff will work with the ELD Coordinator to develop a schedule to allow the RA to access as much of the Core Content program as possible while also providing access to an intensive language development program.	Building staff will work with the ELD Coordinator to develop a schedule to allow the RA to pursue the Special Programs of their choice while also providing access to an intensive language development program.
	<p>In addition to supporting instruction in all classes for the EL student, we work to ensure that no logistical barriers prevent the EL student from taking their preferred electives or misses critical core content. This can often be tricky as master schedules have a life of their own, but with the support of each building’s administrative team we have been able to schedule pull out support services to minimize the loss of core content or elective opportunities. If fees or costs of a special program (i.e. renting an instrument for band) become a barrier to the EL student participating in that program. The ELD Coordinator will work with the Fern Ridge School District Family Resource Coordinator to find resources and alternative pathways to overcome those barriers.</p>		
43	<p>Describe the professional development support for core content teachers that ensure EL students ability to participate meaningfully in core instruction. <b>Include how the district will measure the effectiveness of this professional development.</b></p> <p>Response</p> <p><b>EL Specific Professional Development</b>  We have adopted the <b>School-wide English Learning</b> model which emphasizes giving classroom teachers the tools and strategies to help our EL students, when appropriate, to develop their English language proficiency within the regular classroom environment so that we can minimize removing students from the classroom and better connect them to their classroom and their peers. The ELD Coordinator provides informal observation and coaching to help identify EL student needs within each classroom setting. The ELD Coordinator continues to provide support to classroom teachers by sharing and modeling effective strategies to individual teachers, teacher teams, and each school staff during PLC or staff meeting times. Teachers also have access to Sheltered Instruction Observation Protocol (SIOP) professional development through the Education Service District to develop skills and strategies to meet the needs of EL students in the classroom.</p> <p><b>General Professional Development</b>  Prior to the COVID 19 shutdown in March of 2020, our professional development as a district was focused on getting 75% of all teachers to have completed three or more modules in “The Skillful Teacher” series from Research for Better Teaching. These classes were designed to improve how teachers instruct to increase engagement and provide the explicit instruction many students, including EL students, benefit from. With COVID and the subsequent shut down, switching to distance learning, and then reopening the district’s professional development focus has been on technology, virtual learning platforms, and most recently</p>		

	<p>supporting students' emotional and mental health. In other words the focus has been on helping students, including EL students, through the pandemic and then back on track.</p> <p>Like school districts across Oregon, our current district wide professional development has also focused on social/emotional learning with the adoption of Sources of Strength and Second Step. While none of our current or recent professional development activity has been specifically aimed at EL students, EL students absolutely benefit from teachers who, especially at this time, are better equipped to meet the emotional and social needs of their students, including our EL students. This focus on improved relationship building has led to more engaged students and more effective teaching that supports all students across all content areas.</p> <p>The effectiveness of our professional development for teachers, both formal and informal, will be measured by an increase in the number of EL students reaching proficiency as measured by the ELPA Summative Assessment and also through other measures as indicated earlier in this plan.</p>						
44	<p>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. <b>Include how the district will measure the effectiveness of these services.</b></p> <p>Response</p> <p>The primary tool the district uses to determine the amount and type of language development services provided is the ELPA Screener or the ELPA Summative Assessment. The ELD Coordinator will also review classroom performance, district formative assessments, and feedback from classroom teachers in making that determination. Based on the SWEL model our services, criteria, and measure of effectiveness are as follows:</p> <table border="1" data-bbox="332 1203 1446 1974"> <thead> <tr> <th data-bbox="332 1203 550 1304">Types of Services</th> <th data-bbox="550 1203 1079 1304">Criteria</th> <th data-bbox="1079 1203 1446 1304">Measure of Effectiveness</th> </tr> </thead> <tbody> <tr> <td data-bbox="332 1304 550 1974">Pull-Out</td> <td data-bbox="550 1304 1079 1974"> <p>Students who score at the Emerging Level on any domain on the ELPA Screener or Summative Assessment are provided Pull-Out services up to five times per week for thirty minutes per session, dependent on demonstrated need. The focus of the Pull-Out service will align with the domain/s that they score Emerging in.</p> <p>Students who test at the Progressing level in any domain may also receive Pull-Out services dependent on teacher input, classroom performance data, district assessments, etc. Students may receive Pull-Out services for a limited time to address a specific need or deficit or a more long term approach may be</p> </td> <td data-bbox="1079 1304 1446 1974"> <p>ELPA Summative Assessment</p> <p>Informal Data collected by ELD Coordinator including classroom performance, teacher feedback, District Formative Assessments (i.e. easyCBM, etc.)</p> </td> </tr> </tbody> </table>	Types of Services	Criteria	Measure of Effectiveness	Pull-Out	<p>Students who score at the Emerging Level on any domain on the ELPA Screener or Summative Assessment are provided Pull-Out services up to five times per week for thirty minutes per session, dependent on demonstrated need. The focus of the Pull-Out service will align with the domain/s that they score Emerging in.</p> <p>Students who test at the Progressing level in any domain may also receive Pull-Out services dependent on teacher input, classroom performance data, district assessments, etc. Students may receive Pull-Out services for a limited time to address a specific need or deficit or a more long term approach may be</p>	<p>ELPA Summative Assessment</p> <p>Informal Data collected by ELD Coordinator including classroom performance, teacher feedback, District Formative Assessments (i.e. easyCBM, etc.)</p>
Types of Services	Criteria	Measure of Effectiveness					
Pull-Out	<p>Students who score at the Emerging Level on any domain on the ELPA Screener or Summative Assessment are provided Pull-Out services up to five times per week for thirty minutes per session, dependent on demonstrated need. The focus of the Pull-Out service will align with the domain/s that they score Emerging in.</p> <p>Students who test at the Progressing level in any domain may also receive Pull-Out services dependent on teacher input, classroom performance data, district assessments, etc. Students may receive Pull-Out services for a limited time to address a specific need or deficit or a more long term approach may be</p>	<p>ELPA Summative Assessment</p> <p>Informal Data collected by ELD Coordinator including classroom performance, teacher feedback, District Formative Assessments (i.e. easyCBM, etc.)</p>					

		developed.	
	Push-In	<p>Students who score at the Progressing or Proficient Level on any domain on the ELPA Screener or ELPA Summative Assessment will receive Push-In support from the ELD Coordinator in that domain. The only exception would be students who score Proficient in all four domains as they are exited from services and put in Monitoring status.</p> <p>Students can receive both types of services if testing indicates the need. For example a student who scores Emerging in Reading but Proficient in Speaking may receive Pull-Out support to address their reading skills but Push-In support to address their speaking skills.</p> <p>Push-In support includes training for teachers, implementing targeted strategies, scaffolding, specific accommodations, and support within the general education classroom environment.</p>	<p>ELPA Summative Assessment</p> <p>Informal Data collected by ELD Coordinator including classroom performance, teacher feedback, District Formative Assessments i.e. easyCBM, etc</p>

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  
 Determining what program can address the needs of the student is done through an IEP or 504 meeting and in accordance with state and federal laws. It differs greatly for each individual student based on their needs. For example, placement for a student may run the gamut between full time placement in a self-contained classroom to pull out support a few days a week to push-in support on an as needed basis. Placement decisions are made collaboratively by the team based on assessment data, feedback from teachers, and input from parents/guardians. For EL students on an IEP or 504, the ELD Coordinator is part of that team and their EL needs are actively considered when determining placement.

	Program Options	How the program is determined
<b>ELSWD – with</b>	1. Structured Learning Center: Self Contained Classroom	Placement and services for all students on an IEP are determined

	<b>significant cognitive disabilities</b>	2. Resource Room 3. Regular Classroom with Push In Support	by the IEP team and written into the IEP. For students on a 504, their plan is developed by the 504 team. For EL students, the ELD Coordinator is part of those teams along with parents, classroom teachers, administrators, special education staff, and any appropriate specialists. Whatever the placement and program determined by the team, ELD services will be discussed by the team and a plan for continuing those services while the student is in that program or placement implemented.
	<b>ELSWD – emotional disability</b>	1. Bridges: Self Contained Classroom 2. Resource Room 3. Regular Classroom with Push In Support	
	<b>ELSWD – behavioral disability</b>	1. Bridges: Self Contained Classroom 2. Resource Room 3. Regular Classroom with Push In Support	
	<b>ELSWD – deaf/hard of hearing</b>	1. Out of District Program 2. Resource Room 3. Regular Classroom with Push In Support	
	<b>ELSWD – blind/vision impaired</b>	1. Out of District Program 2. Resource Room 3. Regular Classroom with Push In Support	

**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 is highly qualified to teach in the ELD program
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. Currently the number of EL students in our district does not support adding additional staff to our ELD program such as an instructional assistant.
48	Describe what methods and criteria the district will use to determine the qualifications of instructional staff assigned to the language development program.

	<p>Response</p> <p>Fern Ridge will make every attempt to hire appropriately licensed staff for the instructional staff serving our EL students, as required by the Teacher Standards and Practices Commission.</p> <p>If it becomes necessary the district will ensure that the right candidate gets a temporary emergency credential and transitions to an initial teaching license before the emergency credential lapses adhering to TSPC guidelines.</p>
49	<p>Describe the contingency plan for addressing staffing issues for the EL program (<b>include all specialized programs supporting ELs</b>). Include a plan for training, a schedule of training, a plan for recruiting qualified staff, and a schedule to have qualified staff in place.</p> <p>Response</p> <p>The Fern Ridge School District 28J realizes the need to provide adequate programs and services for all students, including those with Limited English proficiency.</p> <p>The administration actively recruits and hires staff that hold the ESOL licensure as defined by ODE’s Teacher Standards and Practices Commission.</p> <p>Although there are no educational assistant(s), bilingual or otherwise, presently working in the ELD Program, when considered for hiring in the future, the district will carefully review the skills and experience to select a qualified candidate.</p> <p><b>Professional Development</b></p> <p>All professional development activities are open to both certified and classified staff. In each school, annual surveys are used to determine what training will be created for staff members.</p> <p>Additionally, the district provides specialized professional development targeted and instructional assistants through the Oregon Research Schools Network at the University of Oregon.</p> <p>FRSD is a member of the Title III Lane ESD Consortium. Brochures and emails of upcoming training 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.</p> <p>SIOP training is offered free of charge to teachers in the Title III Lane ESD Consortium. It is an online course delivered by Maria Guerrero, certified SIOP instructor, from the University of Oregon. Teachers will be encouraged to attend this course.</p>
50	<p>Describe the district’s selected core ELP instructional materials and supplies available for the district’s language development program.</p> <p>Response</p> <p>Core ELP instructional materials for English acquisition are embedded into the ELA program materials adopted by FRSD through HMH Ed intoLiterature for grades 6-8, McGraw-Hill Wonders for grades K-5, and Savvas ELA for grades 9-12.</p>

51	<p>Describe the district’s plan for regular and on-going review of district ELP materials and the timeline associated with the review. <b>Include all instructional materials for all programs supporting ELs.</b></p> <p>Response          Fern Ridge School District will follow the state’s adoption cycle for new ELP materials. That cycle reflects that last ELA/ELP adoption occurred in 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 upon approval of the FRSD School Board.</p>
52	<p>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.</p> <p>Response          FRSD currently has all the resources necessary to implement the district’s ELD Program by primarily utilizing ELD embedded supports in the general education ELA instructional materials and modified general education instructional materials, especially in content areas like science or math, to provide EL students access to the general education curriculum. In addition, each year funds are approved for the ELD program which may be used to purchase additional materials.          As part of the Lane ESD Title III Consortium, FRSD has the capacity to borrow ELD curricula and materials from the Lane ESD Title III Consortium. Lane ESD Title III consortium purchases access to online programs and teaching materials for FRSD ELD Department.</p>

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

Question #	
53	<p>Describe the district’s criteria used to determine that an EL is proficient. <b>Include any special considerations used for ELSWD students, SIFE students, Recently Arrived ELs, etc.</b></p> <p>Response          The criteria used by the district to determine EL proficiency is primarily the ELPA summative (for EL students, SIFE, RA-ELs) or the Alt-ELPA (for ELSWD students) as applicable. 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 from the ELD Program when they reach the proficient level on all four domains on the ELPA Summative. Another way of looking at it is that students must achieve 4’s or 5’s in all four domains on the ELPA Summative. Exited students are then put into Monitoring. Parents/Guardians are notified in writing and the appropriate documentation placed in the cum file.</p>
54	<p><b>Describe the district’s procedure for promoting ELs who did not score Proficient on ELPA, and the procedure for those ELs that the district does not have an ELPA score. Include considerations for ELSWD, SIFE, and Recently Arrived ELs.</b></p> <p>Response          EL students who do not meet proficiency on the ELPA Summative continue to be served while they are enrolled in our school district. EL students who do not meet proficiency or</p>

	demonstrate progress after multiple years of service may need to be referred to a school based team to determine if additional evaluations are needed.
55	<p>Describe the staff responsible and their role in the exiting process.</p> <p>Response The ELD Coordinator reviews student data including the ELPA summative scores to determine that a student will be exited from the ELD program and contacts the student’s parent/guardian to confirm exiting status. Input from classroom teachers is also part of this process. The ELD Coordinator will then notify the Student Services Liaison so the information in our student management database can be updated.</p>
56	<p>Describe how and where the documentation of the district’s exiting procedures will be maintained, <b>and</b> who is responsible for maintaining the documentation.</p> <p>Response</p> <p>The district’s exiting procedures are outlined in our EL plan which is kept by the ELD Coordinator, the ELD Administrator, and posted on our district website. Documentation related to the exiting of a specific student is kept with the ELD Coordinator in a fireproof locked filing cabinet.</p>
57	<p><b>Describe how parents are included in exiting decisions, and how the district communicates with parents that their student has obtained English proficiency or not.</b></p> <p>Response</p> <p>Parents receive quarterly progress reports and the results of the ELPA summative scores during the ELD program to communicate student progress. When a student is eligible to exit the ELD program, the ELD Coordinator communicates in writing with the family the qualifying scores that were used to determine proficiency. Parents are offered an opportunity to request continued services or to accept exit status. A copy of the notification letter is placed in the students ELD cum file. All written communication is translated into the parent’s preferred language of communication and if a conference is held interpretation services are provided.</p>
58	<p>Describe the district’s monitoring plan <b>for each of the four years a student is in monitored status</b> (who is responsible, what is the frequency, <b>is the frequency different depending on the student’s academic progress or monitoring year</b>, what documentation is reviewed, how and where is the documentation collected and stored).</p> <p>Response</p> <p>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 and stored in a fire-proof, locked cabinet.</p>
59	<p>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 <b>for the monitored students in each of the four years.</b></p> <p>Response</p>



	<p>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 appropriate ELPA, 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.</p>
60	<p>Describe the district’s plan to provide additional academic and/or language support for monitored students not succeeding in core instruction. <b>This support addresses monitored student’s academic needs, not to determine whether to re-enter the student in the EL program.</b></p> <p>Response</p> <p>If students do not have sufficient English-language fluency to benefit from content-area classes without support, the ELD Program supports one or more of the following:</p> <ol style="list-style-type: none"> <li>1. Native-language material brought by the student from home or obtained from school.</li> <li>2. In-class assistance through parent/guardian volunteers, community members, or classroom or student peers who are fluent in the student’s native language.</li> <li>3. Integration with an English-speaking peer.</li> <li>4. Support through Title I reading program(s) at elementary level.</li> <li>5. Notification of availability of other resources to qualified EL students, such as a summer Migrant Education Program through the ESD.</li> </ol> <p>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. Recent Arrivers (RA) may struggle with expectation and it may take longer to move through the proficiency levels.</p>
61	<p>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.</p> <p>Response</p> <p>In FRSD, if a parent/guardian requests a waiver for service, the waiver is kept on file and the district does not continue to notify the parent/guardian 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, etc.</p> <p>Parents have the option to reevaluate a waiver at any time.</p>
62	<p><b>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.</b></p> <p>Response</p> <p>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, OSAS 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 ELD Coordinator/K-12 Teacher to determine if the student needs to re-enter the ELD program and/or other measures that might help this student to be successful.</p>

	<p>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.</p> <p>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 the US Postal Service.</p> <p>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 take place. As always, communication home will be translated, as needed, using the variety of tools available to the school district.</p>
--	--

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

Question #	
63	<p><b>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.</b></p> <p>Response</p> <p>The district will follow state and federal guidelines in identifying EL students as having additional academic needs. While it may vary depending on the individual student, generally speaking the steps involved look like this:</p> <p>Each building has a system for identifying students having academic needs. At the elementary level this pre-referral process happens through the RTI model. At the secondary level, it takes place through the Student Study Team or SST process.</p> <p>The pre-referral process involves a team (ELD Coordinator, teachers, administrators) collaborating to determine if there is a potential disability or the student just needs additional instruction/support to fill in the gaps they might have. This process may take months as the team determines what the needs are, provides instruction/support in that area, and then assesses the outcome of that intervention.</p> <p>If the student shows progress with those additional supports, the team will generally decide to just continue to provide the additional support and that any further evaluations are not needed.</p> <p>If the student does not make progress even with those additional supports and interventions, the team may refer the student for an evaluation. At that point, the Special Education teacher, ELD Coordinator, parents/guardians, and teachers will meet. They will review the pre-referral information and determine whether to evaluate for special education or not. If the decision is to evaluate, the team determines what assessments and how they will be administered (home language for example). The school then has 60 school days to complete the evaluation.</p>

	<p>Once the evaluation is completed, the same team (parent/guardian, SPED teacher, ELD Teacher, classroom teachers) comes together to review the assessment and determine if the student meets the criteria for special education. If the team determines that the student is eligible, they will then craft an IEP to determine goals and placement.</p> <p>Elementary students can also be served through our Title programs. Students are selected for inclusion in Title based on their percentile scores in easyCBM.</p> <p>Students may also be served by a 504 plan. 504 plans are usually determined by a medical eligibility and built around providing accommodations, not specially designed instructions. 504 teams consist of parents, administrators, counselors, and teachers.</p>
64	<p>Describe how ELD teachers are included in the IEP process during pre-referral and IEP team meetings for ELSWD.</p> <p>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 during pre-referral and throughout the IEP implementation.</p>
65	<p>Describe the process for determining the best ELD educational program is selected for each ELSWD.</p> <p>Response Dependent upon 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.</p>
66	<p><b>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.</b></p> <p>Response FRSD has hired a professional translating service, Linguava, that provides interpreters and provides translating services for any documents the district needs translated whether for the general classroom, the SPED classroom, or the EL classroom. In addition many SPED documents are translated in TransAct, translated on ODE's website, or in our IEP program IEP Plus. We would utilize these services for translating any special education documents needed for parents of EL students.</p>
67	<p>Describe the district's procedures for identifying ELs as Talented and Gifted. Include the steps, assessments, timeline, and person(s) responsible.</p> <p>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 qualifies using the standards that have been adopted in FRSD's School Policies and Administrative Rules, as follows:</p> <ol style="list-style-type: none"> <li>1. Behavioral, learning and/or performance information.</li> <li>2. A nationally standardized mental ability test for assistance in identifying intellectually gifted students (FRSD uses the Das-Neglieri).</li> <li>3. A nationally standardized academic achievement test for assistance in identifying academically talented students (FRSD uses Terra Nova, the Woodcock-Johnson and Smarter Balance).</li> <li>4. A non-verbal intelligence test for assistance in identifying intellectually gifted students.</li> </ol>

	<p>5. If necessary, an interpreter will be utilized.</p> <p>6. The district’s TAG coordinator is the person responsible for identifying TAG students.</p>
68	<p>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.</p> <p>Response</p> <p>FRSD 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, if they so desire. The ELD teacher also works with building staff to ensure that any pull out support provided to students does not impede their overall access to core instruction or elective opportunities,</p>
69	<p>Describe the district’s procedures for identifying ELs who also qualify for support from Title I-A (targeted assisted programs).</p> <p>Response</p> <p>Our K-5 programs are School Wide Title Programs, not Target Assist. However, for school-wide 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.</p> <p>In the Fern Ridge School District, Title One services are only provided at the elementary level.</p>
70	<p><b>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)</b></p> <p>Response</p> <p>Fern Ridge School District has traditionally had high graduation rates. Over the last ten years, the graduation rate for Elmira High School has consistently been over 90%. Currently, in accordance with state law and school policy, FRSD offers several pathways to graduation including a regular or standard diploma, a modified diploma, an extended diploma, or an alternative certificate.</p> <p>Elmira High School is a small school with an average enrollment around 400 students. This, along with two full time counselors, allows us to work with each individual student to determine the best graduation option for that student and provide the customized and personalized support that will ensure that they achieve that option. Additionally for our EL</p>

	students, the ELD Coordinator also provides support and resources, something that again is very doable due to the very small numbers of high school ELL students we have.
--	---

**Section 8: Parent and Community Involvement**

Question #							
71	<p>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).</p> <p>Response</p> <p>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. If the CUM file has not yet arrived from the previous school, the ELD Coordinator/Teacher will contact the previous school for ELD data and information.</p> <p>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 will assess the student with the ELPA Screener, or use the previous SY’s ELPA score to determine placement.</p> <p>Parents/Guardians are notified of the availability and types of program 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 translated into the student’s home language, or the parent/guardian’s preferred language of communication. 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.</p> <p>The steps are described below. New (Initial placement) student:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Timeline</th> <th style="width: 50%;">ELD Coordinator/Staff</th> </tr> </thead> <tbody> <tr> <td>New Enrollee in the district: Within seven days of enrollment</td> <td>Notified of student’s enrollment in school, completes CUM file review of student records (or makes phone contact with previous school to obtain ELD information and data), and ensures completed HLS.</td> </tr> <tr> <td>New Enrollee in the district: Within 14 days of being placed in the ELD Program after school year is underway</td> <td>Completes initial evaluation, administers ELPA Screener (or uses previous SY’s ELPA score), determines program placement, and mails parent/guardian an initial (or continuing) placement letter via the U.S. Postal Service. A copy is kept in the ELD CUM file.</td> </tr> </tbody> </table>	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 (or makes phone contact with previous school to obtain ELD information and data), 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 ELPA Screener (or uses previous SY’s ELPA score), determines program placement, and mails parent/guardian an initial (or continuing) placement letter via the U.S. Postal Service. A copy is kept in the ELD CUM file.
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 (or makes phone contact with previous school to obtain ELD information and data), 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 ELPA Screener (or uses previous SY’s ELPA score), determines program placement, and mails parent/guardian an initial (or continuing) placement letter via the U.S. Postal Service. A copy is kept in the ELD CUM file.						

	<p>Returning (continuing placement) student:</p> <table border="1" data-bbox="337 241 1448 659"> <thead> <tr> <th data-bbox="337 241 889 310">Timeline</th> <th data-bbox="889 241 1448 310">ELD Coordinator/Staff</th> </tr> </thead> <tbody> <tr> <td data-bbox="337 310 889 485">LEP students enrolled in the district since the previous SY: Within 30 days of beginning of school year</td> <td data-bbox="889 310 1448 485">Mails parent/guardian a continuing notification letter via the U.S. Postal Service. A copy of the letter is kept in the student's CUM file and a copy in the ELD CUM file</td> </tr> <tr> <td data-bbox="337 485 889 659">LEP students enrolled in the district since the previous SY: Within 14 days of being placed in the ELD Program after the school year is underway.</td> <td data-bbox="889 485 1448 659">Mails parent/guardian a continuing notification letter via the U.S. Postal Service. A copy of the letter is kept in the student's CUM file and the ELD CUM file.</td> </tr> </tbody> </table> <p>If the parent/guardian prefers communication in a language other than English, the parent notification letter is translated into a language that the parents can understand.</p> <p>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.</p>	Timeline	ELD Coordinator/Staff	LEP students enrolled in the district since the previous SY: Within 30 days of beginning of school year	Mails parent/guardian a continuing notification letter via the U.S. Postal Service. A copy of the letter is kept in the student's CUM file and a copy 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 the school year is underway.	Mails parent/guardian a continuing notification letter via the U.S. Postal Service. A copy of the letter is kept in the student's CUM file and the ELD CUM file.
Timeline	ELD Coordinator/Staff						
LEP students enrolled in the district since the previous SY: Within 30 days of beginning of school year	Mails parent/guardian a continuing notification letter via the U.S. Postal Service. A copy of the letter is kept in the student's CUM file and a copy 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 the school year is underway.	Mails parent/guardian a continuing notification letter via the U.S. Postal Service. A copy of the letter is kept in the student's CUM file and the ELD CUM file.						
72	<p>Describe the district's methods used to notify parents and students of available programs and services, <b>including but not limited to: bilingual programs, alternative schools, charter schools, magnet schools, after-school supports, etc.</b></p> <p>Response</p> <p>Families can find information about district programs like our online alternative school FRSD Options or our charter school West Lane Technical Learning Center as well as after school programs on our website. In addition to the main district website, each school/program has their own website. By clicking on the language that they use, families can translate the entire website into that language.</p> <p>Hard copies of documents used to notify parents about available programs, such as flyers about summer school or a brochure describing the Options program, can be and are also translated using Linguava into the language of preference for the family.</p> <p>The ELD Coordinator/Teacher is proactive in making sure that parents/guardians of EL students are aware of school programs, especially those programs that the student or their family has expressed an interest in or that the school team feels the student can benefit from. The ELD Coordinator/Teacher works to ensure that the family has all of the information they need to make an informed decision about the program for question. For example, if the school is recommending summer school for an EL student, the ELD Coordinator will reach out to the family, give them information about the program, and answer any questions they may have. Depending on the language needs of the family, this process may involve using the interpreter services provided by Linguava, whether by phone or in person. The benefits of having a smaller caseload allow our ELD Coordinator/Teacher the time to make those personal connections with families and provide that follow up so our EL students can and do avail themselves of all of the different programs the district offers.</p>						

73	<p>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 parents to be able to participate in their student’s education?</p> <p>Response</p> <p>Fern Ridge School District uses the Parent Square app/website as our primary method of communicating with parents and families of all of our students, including our EL students. Parent Square allows schools to post schoolwide notifications and individual teachers to post notices for their classroom or classes at the secondary level. Staff can even use Parent Square to message individual parents and guardians. The great thing about Parent Square is that families who use it can set it for the language that they wish to receive communication in and there are approximately 100 languages in the program. When they select a language, everything posted in the thread and to the calendar converts to that language. So if a staff member posts about a class field trip, that post, written in English by the staff member, shows up in the parent’s Parent Square app in whatever language the parent chooses. Additionally, the parent can message the teacher with a question or concern, write it in their native language, and the app will convert it into English for the staff member.</p> <p>In addition to Parent Square, FRSD also contracts with Linguava for translation services. Each building has identified those families who need documents translated and through Linguava documents are translated for those families.</p> <p>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.</p>				
74	<p>Describe the district’s procedure, timeline, and the person(s) responsible for the dissemination of information regarding Title III to local private schools?</p> <p>Response</p> <p>Each year beginning in February, the district’s Special Education 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</p> <table border="1" data-bbox="337 1776 1446 1940"> <tr> <td data-bbox="337 1776 891 1843">Title 1</td> <td data-bbox="891 1776 1446 1843">Reading and Mathematics</td> </tr> <tr> <td data-bbox="337 1843 891 1940">Title II-A</td> <td data-bbox="891 1843 1446 1940">Professional Development for Teachers and Staff</td> </tr> </table>	Title 1	Reading and Mathematics	Title II-A	Professional Development for Teachers and Staff
Title 1	Reading and Mathematics				
Title II-A	Professional Development for Teachers and Staff				

	Title III	Limited English Proficient and Recent Arriver/Immigrant Students
	As of August 2022, the private schools within the Fern Ridge School District have continuously declined to participate in our Title programs.	
75	<p><b>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.</b></p> <p>Response The Special Education 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. Fern Ridge School District only has a few very small private schools in our district.</p>	
76	<p><b>Describe the progress in sharing the ODE EL Legislative Report with parents, School Board members, community members, and staff annually.</b></p> <p>Response The ODE EL Legislative Report is shared annually with our School Board by the Superintendent and they are presented with a copy of the report. In addition, a link to the report in English and Spanish is posted on the Fern Ridge School District website. The links are posted at the bottom of the District and State Reports page: <a href="https://www.fernridge.k12.or.us/district-and-state-reports/">https://www.fernridge.k12.or.us/district-and-state-reports/</a></p> <p>The links on the FRSD website go back to the original report on the ODE website: <a href="https://www.oregon.gov/ode/reports-and-data/LegReports/Documents/Oregon_English_Learners_Report_2020-21_Final.pdf">https://www.oregon.gov/ode/reports-and-data/LegReports/Documents/Oregon_English_Learners_Report_2020-21_Final.pdf</a></p>	
77	<p><b>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.</b></p> <p>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. At the secondary level, the information is shared through email or through posts in Parent Square. In Parent Square families can choose what language they want to receive information in and that text or post or email is then translated by Parent Square into that language.</p>	

**Section 9: Program implementation Evaluation**

Question #	
78	Describe the district’s program evaluation process of the implementation of the district’s EL Plan.



	<ul style="list-style-type: none"> <li>○ 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: <ul style="list-style-type: none"> <li>▪ Include whether the evaluation determines if staff have followed applicable procedures and service requirements, including procedural and service requirements (frequency, timeliness, and documentation).</li> <li>▪ 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.</li> </ul> </li> </ul> <p>Response</p> <p>FRSD ELD Coordinator assures all applicable procedural and service requirements have been met. This evaluation is done through the following processes:</p> <ul style="list-style-type: none"> <li>● individual file and records reviews</li> <li>● analyses of SBAC, ELPA, and easyCBM results</li> <li>● analyses of SMART goal data</li> <li>● investigation into any complaints (none were filed either with the district or with ODE about FRSD’s Title III program and the services provided through the program.</li> <li>● parent input</li> <li>● staff surveys</li> <li>● discussions with EL students about their needs</li> </ul> <p>FRSD has consistently met frequency, timelines, and documentation requirements. Staff surveys administered in June of 2022 indicate general approval of the program and appreciation for the support provided. Staff specifically indicated communication between the ELD Coordinator and instructional staff was a program strength.</p>
79	<p>Include the evaluation of the district’s identification process. <b>Did the district meet the timelines for each step of the district’s identification process?</b> Yes.</p> <p>The ELD Coordinator/Teacher, working collaboratively with school staff, ensures that the timelines involved in our EL identification process are met for each potential EL student evaluated. We have met those timelines successfully over the last few years. If something unforeseen were ever to keep us from meeting our timeline, we would document that reason and work to avoid having the same issue occur in the future.</p> <p>Our timeline is simple. All students with home languages indicating other than English are screened using the ELPA Screener within 30 days in September or 14 days during the rest of the school year. Families are immediately notified of the result by letter and in the appropriate language. For students found to be eligible for services, services are implemented. All documentation is kept in both the student cum file and the ELD office file.</p>
80	<p>Include the evaluation of the student initial identification assessment process. <b>Did the district administer the identification screener timely?</b> Yes.</p> <p>Response</p> <p>The Fern Ridge School District gave all potential ELD students the ELPA Screener within 30 days of the beginning of school or within 14 days of the student arriving during the school year. We will continue to work to ensure that we consistently meet this requirement.</p>

81	<p>Include the evaluation of placement in EL program services to all students with identified language needs.</p> <p>Response</p> <p>The ELPA Screener and ELPA Summative were used for all new and continuing students for placement. The ELPA Summative was used for continuing EL students or EL students who moved into the FRSD from other Oregon school districts. These two assessments along with a file review and teacher input worked well to help determine placement and services</p> <p>When a student comes from out of state/country or the cum file is not received in a timely manner, the ELD Coordinator will reach out to the previous school for additional information about the student.</p>
82	<p>Include the evaluation of adequate staff and materials that is consistent with the district’s EL program of service.</p> <p>Response</p> <p>Our current ELD Coordinator is fully certified with an ESOL endorsement. FRSD is committed to hiring and retaining the most qualified candidates to continue providing EL students with a high level of support and instruction to help them meet program goals.</p> <p>In this district with a small EL population, the .75 ELD Coordinator has many responsibilities including administering the ELPA Screener and Summative assessments, sending out notices, collaborating with teachers, providing outreach to families, and maintaining student files with the appropriate documentation. Depending on the student, they will provide support within the general classroom and provide pull out instruction, as needed, based on level of language acquisition. In the general education classroom the ELD Coordinator provides support and helps to modify curriculum/instruction to meet the specific language acquisition needs of each EL student. For students needing additional services, pull out ELD instruction is provided using different programs including Moby Max, Easy English News, and the ELL component of the basal series (Wonders) used by the elementary schools. The ELD Coordinator also has access to additional online programs and curriculums as needed.</p>
83	<p>Include the evaluation of the district’s exiting/reclassification process for students transitioning from the EL program.</p> <p>Response</p> <p>FRSD 28J follows the Exiting Plan designed by ODE. When a student receives all 4s and/or 5s on ELPA Summative 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 will be exited, no matter what.</p> <p>This policy seems to be working in our district because in the last 8 years no ELs have returned to the program after exiting.</p>
84	<p>Include the evaluation of the district’s monitoring practices for students who have transitioned from the EL program <b>for each year of monitoring.</b></p> <p>Response</p> <p>In FRSD 28J, notices are sent out at the beginning of each semester to the teachers of monitored students notifying them of students in their class being monitored. Then towards the end of the semester evaluation forms are sent to each teacher asking questions about how the students are doing in the regular classroom. Most teachers respond to the evaluation</p>

	forms and to date all the students are reported to be performing adequately in their classroom work.
85	<p>Include the evaluation of EL parent participation in school/district decision making groups and the district's recruitment practices.</p> <p>Response</p> <p>FRSD has worked to increase participation by EL parents and families in school decision making groups. Over the last two years we have had numerous focus groups at the district level as part of our Student Investment Account or SIA plan. For those meetings, families of EL students were specifically targeted and invited and translation/interpretation services were available if needed. Additionally EL students at the secondary level were also themselves included in the focus groups for the SIA plan.</p> <p>Additionally each school in the Fern Ridge School District has an ESSA Team composed of parents and staff. At the elementary level, the two schools both have very active PTAs. Participation in these groups is open to EL parents and notification in the home language about these groups is provided through Parent Square. Information was also posted on the website and could be translated through the website. Any hard copies sent home are also translated for those families who have indicated a language other than English.</p> <p>Again the advantage our district has is that our numbers allow us to personalize these processes and really work at recruiting our EL families into these groups. Either the ELD Coordinator/Teacher, Building Principals, or even Superintendents can identify and personally invite EL families to be part of these important and ongoing conversations.</p> <p>While we have made progress in this area, we do recognize that there is still work to be done to continue to ensure that our EL families not only can participate in these groups, they feel comfortable and valued when they do so.</p>

**Student Performance Evaluation – English Language**

Question #	
86	<p>Describe the district's rate of ELs acquiring English language skills. Is the pace consistent with the district's EL program goals or expectations?</p> <p>Response</p> <p>The current standard is for students not on IEPs to be exited in 5 to 7 years. Our district track record is in compliance with that.</p> <p>In 20-21, FRSD had 15 active EL students. Of those 15, one student was exited. That one student had been in the program for six years.</p> <p>In 21-22, FRSD had 14 active EL students. Out of those 14, 4 exited the program during the school year. Of those four students, two of the students had been in the program for two years and two had been in the program for one year.</p>
87	Describe the district's rate of language development progress compatible with the district's objectives for academic (core content) progress.

	<p>Response</p> <p><b><u>Fern Ridge School District- All Students, ELA Results</u></b></p> <table border="1"> <tr><td>All Grades</td><td>253</td><td>39.6</td></tr> <tr><td>Grade 3</td><td>44</td><td>42.7</td></tr> <tr><td>Grade 4</td><td>38</td><td>36.9</td></tr> <tr><td>Grade 5</td><td>35</td><td>38.0</td></tr> <tr><td>Grade 6</td><td>37</td><td>46.3</td></tr> <tr><td>Grade 7</td><td>35</td><td>38.5</td></tr> <tr><td>Grade 8</td><td>30</td><td>30.0</td></tr> <tr><td>Grade HS (11)</td><td>34</td><td>48.6</td></tr> </table> <p>The percentage of EL students in the Fern Ridge School District meeting or exceeding on the ELA SBAC is 0%, compared to the percentage of All Students meeting or exceeding which is 39.6%.</p>	All Grades	253	39.6	Grade 3	44	42.7	Grade 4	38	36.9	Grade 5	35	38.0	Grade 6	37	46.3	Grade 7	35	38.5	Grade 8	30	30.0	Grade HS (11)	34	48.6
All Grades	253	39.6																							
Grade 3	44	42.7																							
Grade 4	38	36.9																							
Grade 5	35	38.0																							
Grade 6	37	46.3																							
Grade 7	35	38.5																							
Grade 8	30	30.0																							
Grade HS (11)	34	48.6																							
88	<p>Describe how the ELs are performing in English language skills compared to the district’s goals and standards.</p> <p>Response</p> <p>Coming out of COVID for the 21-22 school year, our focus as a district was on the emotional well being of our students and creating caring connections. We had no specific targeted goals around academic improvement.</p> <p>However our EL students did make progress towards obtaining English Language skills which is demonstrated when you compare the ELPA Summative results from 2020-21 and 2021-2022.</p> <p>ELPA results:</p> <table border="1"> <thead> <tr> <th></th> <th>Number of students</th> <th>Reading</th> <th>Writing</th> <th>Listening</th> <th>Speaking</th> </tr> </thead> <tbody> <tr> <td>Elementary</td> <td>9</td> <td>2- no progress* 2 - +1 level 2 - +2 levels 2 - -1 level 1 - -2 levels*</td> <td>4 - no progress* 2 - +1 level 1 - +2 levels 1 - +3 levels 1 - -1 level*</td> <td>3 - no progress* 3 - +1 level 1 - +2 levels 1 - -1 level 1 - -3 levels*</td> <td>2 - no progress* 3 - +1 level 1 - +2 levels 1 - +3 levels 1 - -1 level 1 - -3 levels*</td> </tr> <tr> <td>Secondary</td> <td>5</td> <td>1 - no progress 4 - +1 level</td> <td>3 - no progress 2 - +1 level</td> <td>4 - no progress 1 - +1 level</td> <td>1 - no progress 2 - +1 level 2 - +2 levels</td> </tr> </tbody> </table> <p>* one low cognitive student failed; one student has ongoing emotional issues that impede their performance on standardized assessments.</p>		Number of students	Reading	Writing	Listening	Speaking	Elementary	9	2- no progress* 2 - +1 level 2 - +2 levels 2 - -1 level 1 - -2 levels*	4 - no progress* 2 - +1 level 1 - +2 levels 1 - +3 levels 1 - -1 level*	3 - no progress* 3 - +1 level 1 - +2 levels 1 - -1 level 1 - -3 levels*	2 - no progress* 3 - +1 level 1 - +2 levels 1 - +3 levels 1 - -1 level 1 - -3 levels*	Secondary	5	1 - no progress 4 - +1 level	3 - no progress 2 - +1 level	4 - no progress 1 - +1 level	1 - no progress 2 - +1 level 2 - +2 levels						
	Number of students	Reading	Writing	Listening	Speaking																				
Elementary	9	2- no progress* 2 - +1 level 2 - +2 levels 2 - -1 level 1 - -2 levels*	4 - no progress* 2 - +1 level 1 - +2 levels 1 - +3 levels 1 - -1 level*	3 - no progress* 3 - +1 level 1 - +2 levels 1 - -1 level 1 - -3 levels*	2 - no progress* 3 - +1 level 1 - +2 levels 1 - +3 levels 1 - -1 level 1 - -3 levels*																				
Secondary	5	1 - no progress 4 - +1 level	3 - no progress 2 - +1 level	4 - no progress 1 - +1 level	1 - no progress 2 - +1 level 2 - +2 levels																				
89	<p>Describe how the district’s ELs are progressing in English language skills so they will be able to successfully handle regular coursework.</p> <p>Response</p>																								

	<p>All English learners are enrolled in a language arts, social studies, science, and math class, in addition to other required courses such as PE, and electives in secondary grades. The ELD Coordinator and General Education teachers coordinate instruction techniques such as scaffolded instruction to ensure academic success in the classroom, as well as ensuring that classroom teachers can help students to acquire English more rapidly.</p> <p>Elementary students do not receive letter grades. Of the 9 Elementary students, 9 received passing scores.</p> <p>Of the 5 Secondary students, 1 received a failing score in one out of 7 subjects resulting in a 97% pass rate.</p> <p>Based on this data, it can be surmised that EL students are learning English quickly enough to be successful in regular classwork.</p>
90	<p>Describe how the <b>monitored</b> ELs continue to demonstrate English language skills that enable them to successfully handle regular coursework.</p> <p>Response</p> <p>For students who were monitored during the 21-22 school year, 8 of them were at a grade level that participated in ELA SBAC testing. Of those 8, 4 of them passed and 4 did not. Given that only 40% of our students who took it passed the ELA SBAC, 50% of our EL population passing is a good demonstration of continued English language skills.</p> <p>In addition, as part of the monitoring process we routinely evaluate the report cards of our monitored students and check in with their teachers. During the 21-22 school year there were no concerns or issues noted regarding their ability to handle regular coursework by their teachers and no concerns or issues came up during their report card review. There were no Fs noted on any of the report cards of our monitored ELs.</p>
91	<p><b>Describe how the former (not monitored nor current) ELs continue to demonstrate English language skills that enable them to successfully handle coursework.</b></p> <p>Response</p> <p>During the 21-22 school year, we had six former (not monitored nor current) EL students in our district. Two of those six were at a testing grade level but they both opted out of state testing so we don't have data for them. However all six were in high school and earned credits towards their diplomas. The ELD Coordinator/Teacher surveyed their instructors to make sure that they were passing classes and earning the necessary credits. In fact, of the six former EL students at the high school, the two students who were seniors graduated with a regular diploma at the end of the year. The other students were promoted to the next grade level and were reported to be on track for a diploma.</p>

**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.

	Response																
	<table border="1"> <thead> <tr> <th>2021-22 SBAC</th> <th>Elementary</th> <th>Middle School</th> <th>High School</th> </tr> </thead> <tbody> <tr> <td><b>Number of active EL Students Tested</b></td> <td>3</td> <td>3</td> <td>0</td> </tr> <tr> <td><b>Percentage Meeting or Exceeding ELA</b></td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td><b>Percentage Meeting or Exceeding Math</b></td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table>	2021-22 SBAC	Elementary	Middle School	High School	<b>Number of active EL Students Tested</b>	3	3	0	<b>Percentage Meeting or Exceeding ELA</b>	0%	0%	0%	<b>Percentage Meeting or Exceeding Math</b>	0%	0%	0%
2021-22 SBAC	Elementary	Middle School	High School														
<b>Number of active EL Students Tested</b>	3	3	0														
<b>Percentage Meeting or Exceeding ELA</b>	0%	0%	0%														
<b>Percentage Meeting or Exceeding Math</b>	0%	0%	0%														
	Of our students who were receiving EL services during the 21-22 school year, only one student failed one class.																
93	<p>Describe how the <b>current EL</b>, <b>monitored EL</b>, and <b>former EL</b> students are doing, over time, as compared to the academic performance of all other students.</p> <p>Response Historically, students flagged EL are not passing the ELA SBAC at the same rate as their non-EL peers. However classroom assessments and report card reviews do indicate that our EL students are making progress, albeit at a slower rate than our non EL students.</p>																
94	<p>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.</p> <p>Response ELPA Summative, EasyCBM, SBAC Summative, report card reviews, and classroom based measures including formative assessments.</p>																

**Program Improvement/Modifications**

Question #	
95	<p>List any identified concern(s) based on this evaluation.</p> <p>Response</p> <ol style="list-style-type: none"> <li>1. Staff may need additional training in supporting the needs of EL students in the classrooms; especially in terms of academic vs social language acquisition.</li> <li>2. While the district has taken great strides in contracting with the Linguava for professional translation and interpretation services, classroom teachers need to be more consistent in remembering to use it to get documents sent home translated.</li> <li>3. Creating more opportunities for the ELD Coordinator to schedule time to meet with classroom teachers that is not part of their prep time would be helpful.</li> </ol>
96	<p>Describe how the district will address the concern(s).</p> <p>Response</p>

	<ol style="list-style-type: none"><li>1. The ELD Coordinator will continue to provide one-on-one support for teachers with EL students to better understand the issues around language acquisition and how to better meet the needs of EL students.</li><li>2. Under the umbrella of Equity, the district hopes to include targeted support and instructional strategies for EL students.</li><li>3. FRSD contracted with Linguava at the beginning of the 21-22 school year and we continue to roll out its usage. Building administrators will work to remind teachers of this incredibly useful tool and of the potential impact on families when they receive information in their home language. Administrators will include this topic during August inservice and staff meetings throughout the school year. We will also continue to promote the use of Parent Square and the ability to choose your language within Parent Square as an excellent way for our EL families to stay informed and connected to our schools.</li><li>4. The district will explore opportunities and alternatives that could facilitate more meeting time between the ELD Coordinator and classroom teachers.</li></ol>
--	---



## OREGON DEPARTMENT OF EDUCATION

### Title III Local Plan (2017-19)

#### Signature Page

**Submission Date:** \_\_\_\_\_

**District Name:** \_\_\_\_\_

**District Address:** \_\_\_\_\_

**City, State and Zip code:** \_\_\_\_\_

**District Phone Number:** \_\_\_\_\_

**District Superintendent:** \_\_\_\_\_  
(Printed Name)

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**EL Coordinator Director:** \_\_\_\_\_  
(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, including migrant and seasonal Head Start agencies, and other early childhood education providers.

---

**Printed Name of Superintendent**

**Date:** \_\_\_\_\_

---

**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
Debra Lloyd	ELD Teacher, ELD Coordinator
Olivia Johnson	ELD Administrator/FRMS Principal
Lisa Leatham	VES Principal
Michelle Marshall	Director of Operations
Gary Carpenter	Superintendent
Rilke Klingsporn	EES Principal
Rick Gardner	EHS Principal