



SCIO SCHOOL DISTRICT 95-C

38875 NW First Avenue
Scio, Oregon 97374

“Youth In Pursuit of Excellence”

SCHOOL BOARD MEETINGS
MIDDLE SCHOOL LIBRARY
38875 NW 1ST AVE
SCIO, OR 97374
Thursday, February 19, 2026
6:15 PM

In Person/Online - Via ZOOM

<https://scio.k12.or.us/board/online/>

6:15 PM **Board Meeting**

1. **Call to Order/ Welcome:**
Chairman, Anber Nelson
 - 1.1. Salute
 - 1.2. Audience Introductions/Request
2. **Approval of Consent Agenda:**
Chairman, Anber Nelson
 - 2.1. Regular Board Meeting Minutes 1/15/2026
Superintendent, Kim Roth
 - 2.2. School Board Work Session Minutes 1/5/2026
Superintendent, Kim Roth
 - 2.3. Financial Summary for Period Ending 1/31/2026
Superintendent, Kim Roth
 - 2.4. Resignations
Superintendent, Kim Roth
3. **Adjustments to Agenda/ Adopt Agenda:**
Chairman, Anber Nelson
4. **Delegation/Visitors**
Chairman, Anber Nelson
 - 4.1. Spotlight on Education
 - 4.2. Scio Booster Club
 - 4.3. City of Scio
 - 4.4. Visitor / Patron Comments

5. **Items Requiring Board Action**

Superintendent, Kim Roth

5.1. Staff Changes: Hires and Retirements

5.2. Contract Renewal

5.3. Adoption of Findings of Fact, Elementary School Seismic Retrofit

5.4. Budget Calendar-Approval

5.5. Acceptance of 2024-25 Financial Report

5.6. SEA- Scio Education Association - Negotiation Committee

5.7. Oregon English Learners Report 2023-24

Superintendent, Kim Roth

5.8. ML/EL District Plan

Superintendent, Kim Roth



ML/EL DISTRICT PLAN

SCIO SCHOOL DISTRICT



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INTRODUCTION

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

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

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

BACKGROUND

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

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

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

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

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

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

EL OUTCOMES PROGRAM (HB 3499)

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

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

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

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

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

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

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

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

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

ORGANIZATION OF THE TEMPLATE

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

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

DISTRICT ASSURANCES: [SMARTSHEET LINK](#)

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

SECTION 1. IDENTIFICATION OF MULTILINGUAL ENGLISH LEARNERS

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

SECTION 2: INSTRUCTIONAL PROGRAMMING AND STAFFING

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

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

SECTION 3. ASSESSMENT AND PROGRESS MONITORING FOR CURRENT STUDENTS

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

SECTION 4. MONITORING EXITED STUDENTS

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

SECTION 5. EQUITABLE PROGRAM ACCESS

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

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

SECTION 6. FAMILY ENGAGEMENT AND COMMUNICATION

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

The district provides language assistance to parents/guardians with appropriate, competent staff or appropriate and competent outside resources.		
<p>The district: Does not use students, siblings, friends, minors, and untrained staff members as qualified translators or interpreters, even if they are bilingual.</p> <p>All interpreters and translators, including staff acting in this capacity, are:</p> <ul style="list-style-type: none"> ● proficient in the target languages; ● have knowledge of specialized terms or concepts in both languages; ● are trained in the role of an interpreter or translator, ● the ethics of interpreting and translating, ● the need to maintain confidentiality. 	Yes	
The district provides the Oregon Language Use survey in languages parents/guardians can understand.	Yes	

SECTION 7. PROGRAM EVALUATION

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

<p>Ethnic diversity of the students and number of staff with similar ethnic diversity.</p> <p>Bilingual abilities of the staff.</p> <p>The district has addressed any identified needs.</p>		
<p>The district annually reviews its instructional materials for the ML/EL instructional program to determine:</p> <p>Instructional materials support ethnic diversity of enrolled students.</p> <p>Multicultural instructional materials are available for all content areas.</p> <p>Instructional materials are supportive of multilingual diverse cultures and communities.</p> <p>The district has addressed any identified needs.</p>	Yes	
<p>The district annually reviews the ML/EL student population and determined any changes in instructional needs due to:</p> <ul style="list-style-type: none"> ● Recent arrivers (including refugees, unaccompanied, etc.) ● Long Time ELs ● ELs with IEPs (Individual Educational Plan) ● Increase/decrease in populations ● Language diversity ● Ethnic diversity ● Other identified needs 	Yes	
<p>The district annually reviews the participation of ML/EL parents in school/district decision making groups and the practices used to recruit parents to be involved in these groups.</p> <p>The district has addressed any identified needs.</p>	Yes	
<p>The district annually compares the percentage of students with ML/EL status having IEPs (Individual Educational Plan) as compared to Never ELs having IEPs (Individual Educational Plan).</p>	Yes	
<p>The district annually compares the percentage of students with ML/EL status also having TAG (Talented and Gifted) status to Never ELs having TAG (Talented and Gifted) status.</p>	Yes	
<p>The district annually compares the outcome data of ELs (including monitored ELs) progress on state content assessments (ELA/Math) compared to the data of Never ELs.</p>	Yes	

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

ML/EL DISTRICT PLAN

SECTION 1. IDENTIFICATION OF MULTILINGUAL ENGLISH LEARNERS

Legal Requirements and Guidance for Identification of English Learners

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

District Plan for Identification of English Learners

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

Scio School District administers the Oregon Language Use Survey (LUS) to all students at the time of initial enrollment, including kindergarten students and those enrolling mid-year. The survey is used to identify the language background of each student and to determine whether further screening for English language proficiency is required. Families are provided interpretation or translation support as needed to ensure the survey is completed accurately and meaningfully.

Completed Language Use Surveys are reviewed by designated school or district staff as part of the enrollment process. If a language other than English is indicated in the identification questions, the student is identified as a potential English Learner and referred for English language proficiency screening. For students transferring from another Oregon district or from within the United States, prior school records and English language proficiency data are reviewed when available to avoid unnecessary re-screening and to ensure continuity of services.

Students identified through the LUS are screened using the state-approved English Language Proficiency Assessment (ELPA) Screener. Upon enrollment, all students complete the Home Language Survey. Students whose survey indicates a language other than English are identified as potential English Learners and are scheduled for English language proficiency screening.

- **Beginning of the school year:**
Screening is completed within **30 calendar days** of the student's enrollment.
- **After the school year has begun:**
Screening is completed within **14 calendar days** of the student's enrollment.

The screening is conducted using the district-approved English language proficiency assessment. Results are reviewed to determine EL eligibility and appropriate instructional placement. Parents or guardians are notified of the screening results and, if applicable, the student's identification as an English Learner and available program services.

The ELPA Screener measures listening, speaking, reading, and writing skills and is administered by trained staff in accordance with state guidelines.

Based on the ELPA Screener results, the district determines English Learner status and establishes the student's initial English proficiency level. All identification decisions, assessment results, and service start dates are documented in the student's educational record. Parents and guardians are notified of identification and placement decisions in a language they can understand.

For students with disabilities or suspected disabilities, the district collaborates with special education staff to ensure appropriate assessment practices and accurate identification. This process ensures that all students who may qualify for English language development services are identified consistently and in compliance with Oregon Department of Education requirements and applicable state and federal laws.

2. The following district staff responsible for working with families to complete the Language Use Survey.
 - District licensed/certified professional
 - District support staff (for example, secretary, school enrollment/registration personnel)

- School licensed/certified professional (for example, English learner teacher, classroom teacher, counselor)
 - School support staff (for example, secretary, parent/community liaison, paraprofessional). Parents/guardians complete the form independently (for example, the district provides a link to an online home language survey and parents/guardians complete it at home)
 - Our ELL family liaison or ESD provided family Liason.
3. How are families informed about the English Learner identification process, including the purpose and use of the Oregon LUS?
- A multitiered communication system is in place to assure families have clarity on the process and the outcomes of the assessments administered.
 - Our system has a network of support staff that guides families through the process, using interpreters as necessary for clear communication throughout the process.
 - Families are notified in writing about the process and purpose of the assessment. If a written translation is not provided, an oral interpretation is made available whenever needed.
 - ELPA screening results and program eligibility (including waiver options) is communicated to families via a letter, interpreters are available via phone for questions and clarifications.
4. Identify how the Oregon Language Use Survey (LUS) is administered.
- Online survey via computer, tablet, or another electronic device.
 - Verbal survey administration for select families (for example, low literacy, non-English speaking, disability) or if requested.
5. Describe the district's process for reviewing the Oregon Language Use Survey (LUS) information and ensuring that all students are screened in accordance with the federal time requirements within 30 days of enrollment.

Scio School District 95 ensures that all students who may be English Learners are identified and screened in accordance with federal and state requirements. At the time of enrollment, all families complete the Oregon Language Use Survey as part of the district's standard registration process. School office staff review each survey promptly to determine whether a student's language background indicates the need for English language proficiency screening.

When a Language Use Survey indicates potential eligibility, the student is flagged for screening and prior educational records are reviewed to determine whether current English language proficiency data already exist. If valid documentation is not available, the district administers the state-adopted English language proficiency screener as soon as possible after enrollment.

Scio School District schedules and completes screening within 30 days of enrollment to meet federal Title III requirements. A review of the student registration is done to determine students that qualify for screening. Office Staff refer students to the ELL coordinator for screening at that point. Screening is conducted by trained staff following Oregon Department of Education guidance. Results are documented in the student's educational record and used to determine eligibility for English language development services. Parents or guardians are notified of screening results and placement in a language assistance program using ODE-supported procedures and translated materials when needed.

The district monitors new enrollments regularly to ensure a Language Use Survey is on file for all students and that required screenings are completed within established timelines.

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

Scio School District 95 administers the state-adopted English language proficiency screener to all students identified through the Language Use Survey as potentially eligible for English Learner services. The screener is administered by trained staff following Oregon Department of Education guidance. Screening results are reviewed promptly and entered into the district's student record system, where English Learner identification status, proficiency levels, and service eligibility are documented. Screener records are maintained in the student's cumulative file and used to guide instructional placement and required parent notification.

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

Scio School District 95 ensures that staff responsible for enrollment, screening, and assessment are trained on the purpose and use of the Oregon Language Use Survey and the ELPA Screener. Enrollment and office staff are trained to administer and review the

Language Use Survey as the required first step in identifying students who may be English Learners. Staff who administer the ELPA Screener complete required Oregon Department of Education training, including review of the ELPA Screener Test Administration Manual and annual test administration training, which address appropriate use of the screener, standardized administration procedures, scoring, and documentation of results.

8. Are there schools with at least 15 or more students in a particular grade K-5 who qualify for English Learner services who speak the same home language that could be potential sites for new dual language programs? If so, please describe below.

Currently WILCA, Scio's online charter school has its own ELL plan since it has a very different population. WILCA does not have 15 or more students in a particular grade, as described, that speak the same home language and does not have a dual language program. Brick and mortar Scio Schools and Lourdes charter do not have 15 or more students in a particular grade k-5 that qualify for ELL services. We have eight English Language Learners in the four schools that span grades K-12.

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

Scio School District 95 enrolls students with disabilities or suspected disabilities without delay and follows Oregon Department of Education guidance when the ELPA Screener may not be accessible. The Language Use Survey is reviewed at enrollment to determine potential English Learner status, and district staff collaborate with special education, English Learner, and Education Service District personnel to determine appropriate next steps. When accessibility concerns exist, the district utilizes ESD staff who are trained and experienced in administering EL assessments to support decision-making and ensure procedures are implemented correctly.

If the ELPA Screener cannot be administered due to the nature of the student's disability, this determination is documented in the student record using EL data collection code 2-J, and available records, observations, and team input are used to guide instructional planning and ensure access to appropriate services.

Resources for Identification of English Learners

- See [ESSA Section 1112\(e\)\(3\)\(A\)](#)

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

SECTION 2. INSTRUCTIONAL PROGRAMMING AND STAFFING

Legal Requirements and Guidance for High Quality Instructional Programming

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

District Plan

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

*Despite suppressed accountability data due to small subgroup size, the district will improve academic language development for ELL students. By 2028, at least 100% of ELL students will demonstrate annual growth on ELPA assessments, and 100% of educators serving ELLs will implement research-based language support strategies as measured by walkthrough data and professional development completion.

Elementary K-5 (required all districts)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)
*	*

By June of 2028 school year, all elementary English Learner students will demonstrate measurable individual growth in English language proficiency as evidenced by progress on the ELPA assessment and ongoing classroom-based language progress monitoring.

Middle 6-8 (required all districts)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)
*	*

By June of 2028 school year, middle school English Learner students will increase their ability to access grade-level content through consistent use of language supports, as demonstrated by individual language growth indicators and successful participation in content-area coursework.

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

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)	Graduation Goal
*	*	*

By June of 2028 school year, high school English Learner students will demonstrate continued progress toward English language proficiency and successful engagement in graduation requirements, as measured by individual language growth data and credit accumulation.

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

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

[District Data Profile](#) and [Longitudinal Data Profile](#)

EL Outcomes Program Indicators

Elementary Indicators	Secondary Indicators
<ul style="list-style-type: none"> ● Regular Attendance ● Math Achievement 	<ul style="list-style-type: none"> ● On Track to ELP ● Regular Attendance ● Exclusionary Discipline

S.M.A.R.T.I.E. 4-Year Goal
<p>Scio School District:</p> <p>Goal 1: By the end of the 2029 school year, Scio School District will improve secondary EL student attendance by strengthening communication and building authentic, responsive partnerships with families and communities through increasing staff outreach to families to provide proactive technology and language support (with help from a Family Success Coordinator), expanding knowledge and access to interpretation and translation services for staff and families, developing professional development for staff focused on effective communication, cultural responsiveness, and building trust with EL families, and creating opportunities for shared decision-making and advocacy so EL families and community members can actively shape strategies that support student attendance and engagement.</p> <p>Goal 2: By the end of the 2029 school year, Scio School District will decrease secondary EL student exclusionary discipline by strengthening communication and building authentic, responsive partnerships with families and communities through increasing staff outreach to families to provide proactive technology and language support (with help from a Family Success Coordinator), expanding knowledge and access to interpretation and translation services for staff and families, developing professional development for staff focused on effective communication, cultural responsiveness, and building trust with EL families, and creating opportunities for shared decision-making</p>

and advocacy so EL families and community members can actively shape strategies that support student attendance and engagement.

By June of 2029, secondary EL student attendance will increase to 90%.

Per [OAR 581-020-0613](#) the Comprehensive Needs Assessment for EL Outcomes Program identified districts *“will examine the root causes impacting student’s performance and program quality and effectiveness. The evaluation must include, but not be limited to, program design, program model, instructional delivery strategies, curriculum, assessment, staff qualifications, staff training on culturally responsive instructional pedagogy and practices, and the level of engagement with ELL families and community.”*

1. In the table below, identify the schools in your district that implement the following core content program models. The same school may be listed more than once if it implements more than one program model.

Core Content Program Models - Access to on grade level core content

Program Model	School(s) (indicate whether the school is elementary, middle, or high)
<p>Dual Language Program (Two-way or one-way):</p> <p>Dual language programs provide instruction in English and another language for at least 50% or more of the instructional time. Programs begin in kindergarten and continue through middle or high school to fully develop bilingual and biliterate proficiency.</p>	<p>We do not have this kind of program in the district.</p>
<p>Transitional Bilingual Programs (Early or late exit):</p> <p>Transitional bilingual programs use the student's primary language as a foundation to support English language development with 90% of initial instruction in the primary language, increasing English instruction systematically until all instruction is provided in English.</p>	<p>We do not have this kind of program in the district.</p>
<p>Sheltered Instruction (English is the primary language of instruction):</p> <p>Content-Based Instruction (CBI) or "sheltered" instruction is used in classes using instructional strategies that support access to core content instruction. Some examples of this include GLAD, SIOP, and Constructing Meaning.</p>	<p>Centennial Elementary is a school-wide GLAD and SIOP trained school.</p> <p>Scio Middle School staff are trained in SIOP.</p>
<p>Newcomer Program:</p> <p>The Newcomer Program provides specialized instruction to beginning level multilingual/English learners who have newly immigrated to the United States and may have limited or interrupted formal education or low literacy in their primary language. Typical program length ranges from one semester to one year for most students.</p>	<p>Centennial Elementary offers a newcomer program in grades k-5. We have a bilingual teacher at the k/1, 2/3, and 4/5 level. These students are given one on one instruction often in their native language. Our teachers are only english / spanish speakers.</p>

- Use the following table as reference to describe the district's instructional models for English language development in the subsequent table.

English Language Development Instructional Model – English language acquisition

The following ELD instructional models describe the different modes in which students with English learner services receive their English language development instruction.

Service Type	Description
<p>Integrated ELD</p> <p>‘Push-in’</p>	<p>English language development instruction is provided within the student’s mainstream or content-area classroom. English language development standards are integrated with core-content standards.</p> <p>The following educators may provide this instruction:</p> <p>English Language Development (ELD) specialist who collaborates and co-plans with a core content or general education teacher.</p> <p>A core content teacher or general education teacher who collaborates and co-plans with an ELD specialist.</p> <p>A core content or general education teacher who has an ESOL (English to Speakers of Other Languages) endorsement may provide this language instruction in lieu of consultation with an ELD specialist.</p> <p>Students’ progress with language proficiency is monitored by both the ELD specialist and the core-content or general education teacher.</p>
<p>Designated ELD</p> <p>‘pull-out’</p>	<p>English language development instruction is provided outside of the classroom and EL students are removed from mainstream classroom for a portion of the day. This approach is more common in elementary school settings.</p>
<p>Designated ELD Class Period</p>	<p>English language development instruction is provided during a stand-alone class period, and students receive course credit for the class. This approach is more common in middle schools and high schools.</p>

Elementary School English Language Development Instructional Services

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

	Beginning Level (0-2 years in program)	Intermediate Level (2-5 years in program)	Long-Term English Learners (LTELs) (5+ years in program)
ELD Instruction Service Model(s):	Push in	Push in	Push in
Core ELD Instructional Materials	Pull Out	Push in	Push in
Supplemental ELD Instructional Materials	Pull out	Pull out	Pull out

Middle School English Language Development Instructional Services

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

	Beginning Level 0-2 years in program)	Intermediate Level (2-5 years in program)	Long-Term English Learners (LTELs) (5+ years in program)
ELD Instruction Service Model(s)	Push in	Push in	Push in
Core ELD Instructional Materials	Pull Out	Push in	Push in

Supplemental ELD Instructional Materials	Pull Out	Pull Out	Push in
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High School English Language Development Instructional Services

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

	Beginning Level (0-2 years in program)	Intermediate Level (2-5 years in program)	Long-Term English Learners (LTELs) (5+ years in program)
ELD Instruction Service Model(s)	Push in	Push in	Push in
Core ELD Instructional Materials	Pull Out	Push in	Push in
Supplemental ELD Instructional Materials	Pull Out	Push in	Push in

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

K-12 School English Language Development Instructional Services			
	Beginning Level (0-2 years in program)	Intermediate Level (2-5 years in program)	Long-Term English Learners (LTELs) (5+ years in program)
ELD Instruction Service Model(s)	60-120 weekly minutes of designated ELD ‘pull-out’ in a combination of 1:1 and small group (as available) settings.	30-120 weekly minutes of designated ELD ‘pull-out’ in a 1:1 and/or small group settings focusing on area(s) of need	30-120 weekly minutes of designated ELD ‘pull-out’ in a 1:1 and/or small group settings focusing on area(s) of need

	<ul style="list-style-type: none"> • ~50% is language instruction using ELD instructional materials in a small group setting (as available) • ~50% is language development using GenEd curriculum in a 1:1 setting. 	Due to EL population in individual grade bands, students receive EL services in a 1:1 setting. As linguistic needs and grade levels align, students may receive EL services in small group settings	Due to EL population in individual grade bands, students receive EL services in a 1:1 setting. As linguistic needs and grade levels align, students may receive EL services in small group settings. WillCA is considering a designated ELD class period for grades 9-10 and 11-12 that would provide EL services and LA credit(s).
Core ELD Instructional Materials	GenEd curriculum in 1:1 settings; SIOP ELD lessons in small groups. WillCA curriculum is developed utilizing SIOP methods. SIOP is available as PD for staff.	GenEd curriculum in 1:1 settings; WillCA curriculum is developed utilizing SIOP methods. SIOP is available as PD for staff.	GenEd curriculum in 1:1 settings; WillCA curriculum is developed utilizing SIOP methods. SIOP is available as PD for staff.
Supplemental ELD Instructional Materials	<p>Pearson Virtual School provides New Corner Stone and New Keystone as tiered instructional support programs.</p> <p>WillCA is exploring grade-appropriate supplemental materials</p>	<p>Pearson Virtual School provides New Corner Stone and New Keystone as tiered instructional support programs.</p> <p>WillCA is exploring grade-appropriate supplemental materials</p>	<p>Pearson Virtual School provides New Corner Stone and New Keystone as tiered instructional support programs.</p> <p>WillCA is exploring grade-appropriate supplemental materials for LTELs with a focus on academic reading and writing interventions.</p>

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

- a. **Incorporation of Students' Native Languages:** Allowing the use of students' home languages in the classroom supports comprehension and validates their linguistic heritage. This practice not only aids in content understanding but also fosters a sense of belonging and respect for their cultural identity.
 - b. **Representation in Curriculum Materials:** Selecting texts and resources that reflect the diverse cultural and ethnic backgrounds of students ensures they see themselves represented in the learning materials. This representation affirms their identities and promotes engagement.
 - c. **Community and Family Engagement:** Building strong connections with students' families and communities acknowledges and honors their cultural traditions and values. Engaging families in the educational process enriches the learning environment and supports students' identity development.
 - d. **Affirming Classroom Environment:** Creating a welcoming classroom that respects and celebrates diversity involves learning and correctly pronouncing students names. Such an environment makes students feel valued and respected.
5. Describe how the district provides targeted, research-based literacy support to students designated as English learners.

The Scio School District is committed to providing targeted, research-based literacy supports to students designated as English Learners (ELs). While specific program details are under development, the district emphasizes equal educational opportunities and offers a variety of resources to meet individual student needs. To support EL students effectively, the district aligns its practices with state guidelines and research-based strategies, including:

- **English Language Development (ELD) Programs:** Structured ELD programs focus on developing proficiency in listening, speaking, reading, and writing. These programs are tailored to the specific linguistic needs of EL students, facilitating their academic success.
 - **Professional Development for Educators:** Ongoing training equips teachers with effective strategies for supporting EL students, ensuring instruction is both accessible and engaging.
6. In the following table, identify the number and qualifications of ELD teachers, ELD instructional assistants, and other staff who work with multilingual learners/ELs.

	Number of ELD teachers and their qualifications	Number of ELD Instructional Assistants	Describe other staff who work with ML/EL students (if applicable)
Elementary School(s)	3- bilingual	<p>We put teachers instead of assistants with our language learners when they are doing small group intervention.</p> <p>When a teacher is teaching using GLAD or SIOP strategies to the whole class in a sheltered model, an assistant is available in each classroom to help with the needs. They assistant is there for all students that need extra support and may not be ELD labled.</p> <p>One assistant is bilingual.</p>	We have a counselor, a special education teacher, and a reading specialist that may work with EL students to provide extra support.
Middle School(s)	1- Reading Specialist with SIOP training	There are four instructional assistants that work with all students.	Counselor Special Education Teacher
High School(s)	1- Bilingual Teacher and AVID specialist.	There are four instructional assistants that provide support to all teachers.	Read 180 Teacher Counselor Student Success Coordinator
Charter School(s)	0	3 teachers	Principal

7. Describe the extent to which district administrators and staff mirror the students and communities they serve. What systems of support exist for bilingual staff members?

The Scio School District serves a diverse student population, and understanding the extent to which district administrators and staff reflect this diversity is crucial for fostering an inclusive educational environment.

Student Demographics:

According to the 2023-24 Oregon At-A-Glance District Profile, the student demographics are as follows:

- **White:** 74%
- **Hispanic/Latino:** 13%
- **Multiracial:** 9%
- **American Indian/Alaska Native:** 1%
- **Asian:** 1%
- **Black/African American:** 1%
- **NStaff Demographics:**

The same profile provides insights into the teaching staff's composition:

- **White:** 92%
- **Hispanic/Latino:** 5%
- **American Indian/Alaska Native:** 1%
- **Asian:** 1%
- **Black/African American:** 1%
- **Multiracial:** 0%
- **Native Hawaiian/Pacific Islander:** 0%
- **native Hawaiian/Pacific Islander:** <1%

8. Describe the structure for educators to plan effective learning experiences that meet the needs of multilingual English Learners. Include protected time for Tier 1/core-content instructional staff to consult and engage with ELD staff and any co-planning if appropriate.

Elementary Grades	Secondary Grades
Instructional Planning Structure	Instructional Planning Structure
<ul style="list-style-type: none"> ● Monthly Staff Meetings ● Monthly Student Intervention Team Meetings 	<ul style="list-style-type: none"> ● Monthly Staff Meetings ● Monthly Student Intervention Team Meetings

<ul style="list-style-type: none"> ● Monthly Protected instructional planning time for teachers to meet with the reading specialist, special education teachers, and bilingual teachers to look at student progress and plan. ● Social Emotional Team Meetings, Wellness Meetings, Data Team Meetings, and Site Council Meetings. 	<ul style="list-style-type: none"> ● Protected instructional planning time for teachers to meet with the reading specialist, special education teachers, and bilingual teachers to look at student progress and plan.
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9. Provide a brief narrative about the kind of professional development opportunities teachers, administrators, and staff engage in that improve multilingual EL systems and support. Please make sure to include any training on Culturally Responsive Instructional Pedagogy.

The Scio School District is committed to enhancing its multilingual English Learner (EL) systems through targeted professional development for teachers, administrators, and staff. Key initiatives include:

- **Project GLAD Training:** All elementary teachers have been trained in the Project GLAD (Guided Language Acquisition Design) system. This approach emphasizes integrated unit instruction, combining literacy with subjects like social studies and science. By engaging students in cross-disciplinary content, Project GLAD fosters critical thinking and inquiry-based learning, effectively supporting language development for EL students.
- **Sheltered Instruction Observation Protocol (SIOP) Model:** Targeted teachers and administrators at the elementary, middle school, and high school have participated in SIOP training. The SIOP model is widely recognized for enhancing instruction for English learners. It comprises eight components—Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice & Application, Lesson Delivery, and Review & Assessment—that collectively ensure content is accessible to EL students while promoting their language development.
- **Culturally Responsive Instructional Pedagogy:** The district acknowledges the importance of culturally responsive practices, which involve leveraging students' cultural knowledge and experiences to make learning more relevant and effective.

While specific training programs in this area are not detailed in the provided sources, such practices are essential for addressing the diverse cultural backgrounds of students and promoting an inclusive learning environment. Through these professional development opportunities, the Scio School District aims to equip its educators with the skills and knowledge necessary to support multilingual EL students effectively, fostering both academic achievement and cultural inclusivity. Indicate what the focus for professional development will be in the coming two years. [multiple choice, check all that apply]

- Integrated ELD – Collaborative Co-Teaching
- Dual language program implementation/improvement
- Newcomer/Recently arrived students
- Multilingual family engagement and communication
- Language acquisition strategies
- ELP progress monitoring/Data analysis
- Racial equity
- Culturally and linguistically responsive practices
- Culturally Responsive Instructional Pedagogy and Practices
- Other (write in)

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

Professional development priority	Staff role/position	Staff experience level	Other identified criteria
1 st Language Acquisition Strategies	Teachers and Instructional Assistants	All levels of experience	NA
2 nd ELP progress monitoring / Data Analysis	Administration and Teachers	All levels of experience	NA
3 rd Culturally and linguistically responsive practices	Teachers and Instructional Assistants	All levels of experience	NA

4 th Culturally Responsive Instructional Pedagogy and Practices	Teachers	All teachers	NA
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Resources for High Quality Instructional Programming and Staffing

- [An Integrated ELD Guide for District Leaders](#)
- IES (Institute of Education Sciences) What Works Practice Guide, "[Teaching English Literacy & Content K-8](#)"
- IES What Works Practice Guide, "[Effective Literacy and English Language Instruction for English Learners in the Elementary Grades.](#)"
- [OELA English Learner Toolkit](#), chapters 2, 3, 4, 5 cover language instructional programs, meaningful access to core instruction, avoiding segregation, and staffing.
- IES What Works Practice Guide, "[Teaching Academic Content and Literacy to English Learners in Elementary and Middle School](#)"
- Regional Education Labs, [Professional Learning Communities Facilitator's Guide for the What Works Clearinghouse™ Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School](#)
- Regional Education Labs, [Supporting Integrated English Learner Student Instruction – A Guide to Assess Professional Learning Needs](#)
- Regional Education Labs, [Welcoming, Registering, and Supporting Newcomer Students: A Toolkit for Educators of Immigrant and Refugee Students in Secondary Schools](#)
- [Effective Teacher Professional Development](#), Learning Policy Institute
- [Oregon Open Learning Multilingual/English Learner Resource bank](#)
- [ODE Engaging Equity Mindset, Practices and Systems professional development modules](#)

SECTION 3. ASSESSMENT AND PROGRESS MONITORING

Legal Requirements and Guidance for Assessment and Progress Monitoring

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

- Assessment practices reflect multilingual learners’ academic and linguistic progress and affirm the knowledge and cultural assets they bring. [Oregon Multilingual Learner Strategic Plan](#) - Priority 2, Goal 3.

District Plan

1. Identify who is responsible for working with families to complete the ELPA Screener assessment:

District licensed/certified professional (for example, English learner program coordinator, bilingual specialist, central office administrator, ELD TOSA (Teachers on Special Assignment))

School licensed/certified professional (for example, building administrator, English learner teacher, classroom teacher, counselor)

School support staff (for example, parent/community liaison, paraprofessional)

Training

2. Describe the district’s process for annually training test administrators, including who is responsible. The district provides annual training for all test administrators through required sessions led by the District Test Coordinator and building administrators. Training covers test security, administration procedures, accommodations, and ethical testing practices, and completion is documented prior to staff administering any state or local assessments.

Accommodations

3. Describe the district’s process for determining and reporting testing accommodations

The district determines testing accommodations through a collaborative process involving educators, EL staff, special education teams when applicable, and families, based on documented student needs and classroom accommodations used during instruction. Approved accommodations are recorded in the appropriate student plans and systems and are communicated to testing coordinators and staff to ensure accurate and consistent reporting during state and local assessments.

Progress Monitoring

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

	Academic Assessments	Language Assessments
Elementary:	Dibels, Scholastic Reading Inventory, Iready, ESGI, ELPA, Work Samples, DESSA, State Test Scores	ELPA Summative, AltELPA, ELPA Screener
Middle School:	Work Samples, iReady, ELPA, State Test Scores	ELPA Summative, AltELPA, ELPA Screener
High School:	Work Samples, iReady, ELPA, State Test Scores WillCA: IXL, Work Samples, and State Test Scores	ELPA Summative, AltELPA, ELPA Screener

5. Indicate the staff responsible for monitoring students who HOLD CURRENT EL STATUS.

- EL Specialist
- Content Teacher
- Counselor
- Educator/instructional assistant
- Principal
- Other classified staff
- Other licensed staff
- Other administrative staff

6. Indicate the frequency of the district's monitoring process for students WHO HOLD CURRENT EL STATUS.

- During RTI/MTSS regular meetings
- Monthly
- Every two months
- Quarterly
- During grading periods
- Once a year
- Other

7. Indicate which data sources the district uses to monitor the progress of students with current English learner status.
 - State English language arts assessments
 - State math assessments
 - State science assessments
 - State English Language Proficiency Assessment (ELPA)
 - Formative assessments
 - Grades
 - Teacher observations
 - Other

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

Monitoring students' progress toward language proficiency and content standards requires a structured and ongoing approach that includes formal and informal assessments, observations, and targeted interventions. Here's a general routine for tracking student progress in both areas:

Establish Clear Learning Goals –

- Align language proficiency goals with state English Language Proficiency (ELP) standards (e.g., WIDA, ELPA, or state-specific frameworks).
- Align content learning objectives with state standards and curriculum expectations.

Use Formative Assessments Regularly

- Language Proficiency Monitoring:
 - Use daily or weekly informal assessments like speaking and listening activities, writing samples, and quick comprehension checks.
 - Incorporate rubrics or checklists aligned with language proficiency levels (e.g., WIDA's Can-Do Descriptors).
- Content Proficiency Monitoring:
 - Use exit tickets, quizzes, group discussions, and think-pair-share activities to gauge understanding.
 - Monitor students' ability to use academic language in discussions and written assignments.

Utilize Summative Assessments

- Administer benchmark assessments at the beginning, middle, and end of the year to track growth.

- Use standardized tests, unit exams, and cumulative projects to evaluate overall proficiency.
- Assess both content knowledge and language use in subject-specific tasks.

Conduct Observations and Anecdotal Records

- Use structured observations to track students' use of academic vocabulary, comprehension, and communication skills in different settings (e.g., independent work, group work, discussions).
- Maintain anecdotal records to document student progress and areas needing support.

Provide Targeted Feedback and Interventions

- Use assessment data to provide differentiated instruction tailored to students' language proficiency and content needs.
- Offer scaffolds such as sentence frames, graphic organizers, and visual aids for language learners.
- Implement small-group instruction or one-on-one interventions for students struggling with specific content or language skills.

Encourage Student Self-Assessment and Goal Setting

- Teach students to reflect on their learning through journals, peer feedback, and goal-setting activities.
- Have students track their progress using portfolios, checklists, or learning logs.

Engage Families and Collaborate with Specialists

- Communicate progress with families through conferences, progress reports, and newsletters.
- Collaborate with ESL/ELL specialists, interventionists, and special education teachers to support student needs effectively.

Resources for Assessment and Progress Monitoring

- [Test Administration Manual](#)
- [Oregon Accessibility Manual](#)
- [ELPA Screener Manual](#)

SECTION 4. MONITORING EXITED STUDENTS

Legal Requirements and Guidance for Progress Monitoring for Excited Students

- School districts must exit students who score proficient on the annual ELPA summative assessment. ([ESSA section 3113\(b\)\(2\)](#))
- School districts must monitor exited students for four years following their exit to determine that the student continues to be able to access academic content. The monitoring must be of sufficient frequency for the district to provide interventions if needed. ([ESSA section 3121\(a\)\(5\)](#)) ([Dear Colleague Letter, Section H](#))
- School districts must monitor EL students with parent/guardian waivers for participation in the EL instructional program. The monitoring must be of sufficient frequency for the district to provide interventions if needed. ([Dear Colleague Letter, Section G](#))
- Parents/guardians must approve a monitored EL returning to the EL instructional program. ([Dear Colleague Letter, Section H](#))
- Oregon's [Honoring Student Proficiency on the High School \(HS\) ELPA Summative is a waiver from the U.S. Department of Education that allows the Oregon Department of Education \(ODE\) to capture all students' responses in ELPA language domains when the student has met proficiency in that domain. The student does not take the proficient domains in future ELPA administrations. ODE staff take the captured responses and recalculates the student's domain results.](#)
- [Oregon's Future K – ELPA screener](#) policy. Oregon has established different ELPA screener proficiency levels for students who are in kindergarten. The Future-K policy allows for domain scores of three (3) in each domain to be proficient from March – early January of any given school year.

District Plan

1. Describe the district's process for returning a monitored student to the EL instructional program.

The district returns a monitored student to the EL instructional program through a collaborative review of academic data, classroom performance, and language needs by EL staff, teachers, and administrators. Families are informed of concerns and involved in the decision-making process, and placement is adjusted to ensure the student receives appropriate language supports to access grade-level instruction.

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

The district monitors students who have scored proficient on the ELPA for four years through ongoing review of academic performance, classroom assessments, and teacher feedback to

ensure continued access to and success in grade-level instruction. Data are reviewed periodically by educators and counselors, and academic or language supports are provided if concerns arise.

3. Indicate the staff responsible for monitoring students who have scored proficient on ELPA.
 - EL Specialist
 - Content Teacher
 - Counselor
 - Educator/instructional assistant
 - Principal Other classified staff
 - Other licensed staff
 - Other administrative staff

4. Indicate the frequency of the district's monitoring process.
 - During RTI/MTSS regular meetings
 - Monthly
 - Every two months
 - Quarterly
 - During grading periods
 - Once a year
 -

5. Indicate which data sources the district uses to monitor the progress of students formerly designated as English learners.
 - State English language arts assessments
 - State math assessments
 - State science assessments
 - Formative assessments
 - Grades
 - Teacher observations

6. Describe how the district provides instructional interventions for students after they have exited the ELD program when monitoring evidence indicates instructional interventions are needed.

Ongoing Monitoring and Identification

- Former English learners (ELs) are monitored through classroom performance, assessments, teacher observations, and standardized test scores.
- If a student struggles with academic content due to language barriers, teachers complete a referral process to initiate interventions.
- The district's monitoring team, which may include ELD specialists, classroom teachers, and administrators, reviews data to determine the need for support.

Tiered Instructional Support (MTSS/RTI Framework)

Multi-Tiered System of Support (MTSS):

- **Tier 1: Differentiated Classroom Instruction**
 - Teachers use scaffolding strategies, such as visual aids, sentence stems, and peer support, to help the student access grade-level content.
 - Additional formative assessments help determine if the student requires further intervention.
- **Tier 2: Targeted Small-Group Interventions**
 - If a student continues to struggle, they may receive additional small-group instruction focused on language development within academic content.
 - Possible interventions include literacy support programs, structured oral language practice, and targeted vocabulary development.
- **Tier 3: Intensive Individualized Interventions**
 - For students who need significant support, one-on-one instruction or intensive small-group intervention is provided.
 - The student's progress is closely monitored, and specialists, such as interventionists or special education staff, may become involved.

Access to Specialized Support Services

- Students may receive supplemental tutoring, after-school programs, or summer school interventions to strengthen academic skills.
- Collaboration with ESL/ELD specialists ensures that instructional strategies are effective and culturally responsive.

- If necessary, students can be reassessed for additional language support services or referred for special education evaluations if language difficulties overlap with other learning challenges.

Family and Teacher Collaboration

- Schools communicate with families about their child’s progress, intervention plans, and strategies for support at home.
- Professional development is provided to teachers to help them implement best practices for supporting former EL students in content instruction.

Reclassification Review and Adjustments

- The district periodically reviews students' academic performance and progress to determine if further interventions are needed or if they have fully transitioned successfully.
- If a student requires prolonged support, a more formalized plan may be developed, such as an Individualized Learning Plan (ILP).

Monitoring Students With EL Program Parent Waivers

7. Describe the district’s process for monitoring students with parent/guardian waivers for participation in the ELP program. Districts are required to monitor these students’ progress learning English and accessing on grade level core content to provide instructional interventions if appropriate.

The district monitors students with parent or guardian waivers through regular review of English language development progress, academic performance in core content areas, and classroom-based data to ensure continued access to grade-level instruction. Monitoring includes periodic check-ins, analysis of assessment results, teacher input, and documentation of interventions as needed to support English language growth and academic success, with adjustments made if concerns are identified.

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

The district communicates the academic needs of waived EL students through clear, family-friendly communication in the home language whenever possible, including conferences, written notices, and progress updates. Counselors and teachers collaborate to explain instructional supports, monitor progress, and ensure parents or guardians understand available services and how to access additional assistance if needed.

Resources for Progress Monitoring for Exited Students

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

SECTION 5. EQUITABLE PROGRAM ACCESS, POLICIES, AND PRACTICES

Legal Requirements and Guidance for Equitable Program Access

- Districts must identify, locate, and evaluate English Learners with disabilities in a timely manner and intake [ESSA](#); U.S. Department of Justice & U.S. Department of Education, 2015 [ESSA](#); U.S. Department of Justice & U.S. Department of Education, 2015. Districts must consider the English language proficiency of ELs with disabilities in determining appropriate assessments and evaluation materials.
- [Individuals with Disabilities Education Act \(IDEA\)](#) and [Section 504 of the Rehabilitation Act of 1973 \(Section 504\)](#)
- A student with an IEP or 504 may be exempt from up to three domains of the ELPA and this decision must be made by the student’s IEP or 504 team. The team must include staff that understand second language acquisition.
- [ESSA](#); U.S. Department of Justice & U.S. Department of Education, 2015
- [English Language Proficiency Assessment Guidance](#) – this web page includes guidance for the ELPA summative and Alt ELPA assessment.
- Districts offer early college high school, or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.
- [ESSA Title III \(SEC. 3115. \[20 U.S.C. 6825\]\)](#)
- Students designated as English learners have equitable access to grade-level academic courses, accelerated learning, career connected learning opportunities, and enrichment opportunities. [Oregon Multilingual Learners Strategic Plan](#) - Priority 2, Goal 4
- Newcomers and students with limited or interrupted formal education are welcomed and integrated into Oregon schools and provided with the academic and social and emotional learning support they need to succeed. [Oregon Multilingual Learner Strategic Plan](#) - Priority 2, Goal 5.

District Plan

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

Student Group	Proportion of students in Special Education	Proportion of students in TAG
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<i>Never EL students:</i>	Never EL students: 272	Never EL students: 6
<i>Former EL students:</i>	Former EL students: 1	Former EL students: 0
<i>Current EL students:</i>	Current EL students: 9	Current EL students: 0
<i>Monitored EL students:</i>	Monitored EL students: 0	Monitored EL students: 0

	Proportion of students enrolling in AP/IB courses.	Proportion of students enrolling in college credits.	Proportion of students earning a diploma.		Proportion of students enrolling in CTE courses
			Regular	Modified	
<i>Never EL students:</i>	Never EL students: 21	Never EL students: 21		Never EL students: 11	Never EL students: 211
<i>Former EL students:</i>	Former EL students: 0	Former EL students: 0		Former EL students: 0	Former EL students: 1
<i>Current EL students:</i>	Current EL students: 0	Current EL students: 0		Current EL students: 0	Current EL students: 1
<i>Monitored EL students:</i>	Monitored EL students: 0	Monitored EL students: 0		Monitored EL students: 0	Monitored EL students:

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

The district identifies multilingual students who are talented and gifted through multiple measures, including culturally and linguistically responsive screening, teacher and family input, and review of academic performance and potential. Identified students receive equitable access to TAG services with appropriate language supports, ongoing progress monitoring, and collaboration among TAG, EL, and classroom educators to ensure strengths are recognized and nurtured.

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

The district serves students who are dually identified as English learners and eligible for special education through coordinated collaboration among EL teachers, special education staff, counselors, and administrators to ensure both language development and disability-related services are provided. Instructional planning aligns IEP goals with language supports, services are delivered in the least restrictive environment, and progress is monitored regularly to ensure equitable access to instruction and appropriate accommodations.

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

The district's pre-referral special education process for EL students includes careful consideration of assessment practices to ensure tools are culturally and linguistically appropriate and distinguish language acquisition from potential disabilities. Parent or guardian interviews and review of the student's educational history, including prior schooling experiences, are conducted to provide context, and students participate in MTSS/RTI interventions with documented supports and progress monitoring before any referral for special education evaluation is considered.

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

The district promotes equitable access to IB, AP, and dual enrollment courses for EL students through proactive counseling, inclusive placement practices, and collaboration between EL staff and advanced course instructors to reduce linguistic and systemic barriers. Enrollment and participation data are reviewed regularly, and academic and language supports are provided to ensure EL students can access and succeed in advanced coursework.

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

The district ensures EL students have equitable access to CTE courses through inclusive scheduling practices, counseling guidance, and collaboration between EL staff and CTE instructors to remove language or prerequisite barriers. Enrollment data is regularly reviewed to monitor access and participation, and instructional supports are provided to help EL students succeed in CTE pathways.

7. Describe the district’s process for ensuring that middle and high school EL students receive meaningful access to courses needed to graduate on time. Include the practices specific to ensuring that recently arrived students receive course credit for prior educational experiences along with the district’s implementation of Access to Linguistic Inclusion, HB2056.

The district follows a structured approach to ensure that middle and high school English Learner (EL) students have meaningful access to the courses required for on-time graduation. The process includes:

Identification & Placement

- Upon enrollment, all students complete a Home Language Survey.
- If a language other than English is indicated, students take the English language proficiency assessment to determine their level.
- Based on assessment results, EL students are placed in appropriate courses with English language support.

Course Access & Support

- EL students are enrolled in core academic courses aligned with graduation requirements.
- Sheltered instruction, co-teaching models, and bilingual support are provided to ensure EL students can access grade-level content.
- Schools offer additional support such as EL advisory periods, tutoring, and extended learning opportunities.

Credit for Prior Education (Recently Arrived Students)

- Transcripts from previous schools (including international institutions) are evaluated for credit equivalency.
- The district follows a standardized process to recognize coursework completed abroad, ensuring students do not repeat previously mastered content.

- If official transcripts are unavailable, students may demonstrate proficiency through assessments, portfolios, or interviews.

Implementation of HB2056 (Access to Linguistic Inclusion)

- The district complies with HB2056 by ensuring that EL students have access to the same coursework and extracurricular opportunities as their peers.
- Schools provide native language support when feasible to enhance comprehension.
- Professional development is provided to educators on best practices for integrating language development within academic instruction.
- The district actively tracks EL students' progress and adjusts instructional strategies to support their success.

Through these measures, the district upholds equity and inclusion, allowing EL students to meet graduation requirements while receiving appropriate language development support.

8. Describe the process employed to analyze scheduling decisions to ensure that students who are engaged with EL programming have equitable access to extracurricular and enrichment opportunities.

The district reviews master schedules and individual student schedules collaboratively among counselors, administrators, and EL staff to identify and remove conflicts between EL services and extracurricular or enrichment opportunities. Data on course enrollment and participation is monitored to ensure equitable access, and schedules are adjusted as needed to support inclusion and student choice.

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

The district supports newcomers and students with limited or interrupted formal education through targeted language development, culturally responsive and trauma-informed instruction, and coordinated academic and social-emotional supports.

Prior schooling experiences are evaluated through home language surveys, intake interviews, review of available records, diagnostic assessments, and collaboration among EL staff, counselors, and families to inform appropriate placement and services.

10. Describe the district's process for engaging EL students in earning the Oregon State Seal of Biliteracy/Multiliteracy. Of the district's EL student population, what percentage rate of graduating seniors earn the Seal of Biliteracy/Multiliteracy?

The district engages English Learner students in earning the Oregon State Seal of Biliteracy/Multiliteracy by informing students and families early, providing access to approved proficiency assessments or portfolio options, integrating language development into coursework, and coordinating supports through counselors and language specialists to ensure students meet graduation and proficiency requirements. The percentage of EL graduating seniors who earn the Seal is calculated locally by comparing the number of EL students awarded the Seal to the total number of EL graduates in the cohort, as this disaggregated percentage is not reported publicly by the state and with our district EL count being 8 students in grades K-12, a report on this would be too identifiable, since there are no grade levels with more than one EL student enrolled. That being said, we have had no students choose this option in the last five years.

11. Identify potential barriers that EL students may experience to language development, content learning, and/or socio-emotional development because of the policies and practices in place.

EL students may face several barriers related to language development, content learning, and socio-emotional development despite the district's policies and practices aimed at supporting them. Some potential challenges include:

Language Development Barriers

- **Limited Native Language Support** – If bilingual educators or translation resources are unavailable, students may struggle to access content while developing English proficiency.
- **Inconsistent or Insufficient ESL Services** – Some students may not receive enough structured English language instruction due to scheduling conflicts or resource limitations.

- **Misplacement in Courses** – Students might be placed in courses that do not match their language proficiency level, leading to frustration and slower progress.

Content Learning Barriers

- **Lack of Equitable Course Access** – Some EL students may be placed in less rigorous coursework due to language barriers, limiting their opportunities for advanced courses and career pathways.
- **Transcript Evaluation Challenges** – Recently arrived students may face delays or difficulties in receiving credit for prior coursework, causing them to repeat subjects unnecessarily and extending their time to graduation.
- **Standardized Testing Difficulties** – EL students are required to take state assessments before reaching full proficiency, potentially leading to lower scores that do not reflect their true abilities.

Socio-Emotional Barriers

- **Social Isolation** – EL students may struggle to form connections with peers due to language differences, leading to feelings of exclusion.
- **Cultural Adjustment Stress** – Recently arrived students may experience challenges adapting to a new educational system and social norms.
- **Stigma or Low Expectations** – Some educators and peers may unintentionally hold lower expectations for EL students, which can impact their confidence and motivation.

To mitigate these barriers, our schools can ensure EL students have equitable access to advanced coursework, strengthen socio-emotional programs, and offer more professional development for teachers to support language learners effectively.

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

The current national discourse and policy environment surrounding immigration has contributed to increased uncertainty and concern among some families, which has

affected attendance and levels of family engagement. To address this, institutions can adopt inclusive and trauma-informed policies, protect confidentiality, provide culturally responsive supports, and partner with trusted community organizations in order to reduce harm, dismantle marginalization, and promote equitable access and engagement for all families.

13. What obstacles have you encountered that have prevented the implementation of successful policies and practices? What resources are needed to overcome these barriers? Are these resources available to you?

Scio School District 95 has faced challenges related to limited staff capacity and training to fully implement and sustain effective policies and practices for English Learners. Additional barriers have included the need for more consistent family engagement supports and improved access to timely student data. Targeted resources, including EL Operational (ELop) carve-out funding, have helped address these challenges by supporting staff training, providing an English Learner family liaison, and implementing Panorama to improve student snapshot data collection and strengthen social-emotional learning curriculum supports. While these resources have significantly improved implementation, continued funding and staffing support are needed to sustain and expand these practices.

Obstacles to Implementation

- **Limited Bilingual Staff & Resources** – We lack sufficient bilingual educators, interpreters, or translated materials to fully support EL students.
- **Inconsistent Professional Development** – Our teachers may not receive adequate training in best practices for supporting EL students, leading to ineffective instruction.
- **Limited Family Engagement** – The language barriers and unfamiliarity with the school system can prevent EL families from effectively advocating for their children’s education.

Resources Needed to Overcome These Barriers

- **More Bilingual Staff & Translators** – Hiring additional bilingual teachers, aides, and interpreters can improve communication and access to instruction.
- **Ongoing Professional Development** – Providing teachers with training on sheltered instruction, culturally responsive teaching, and linguistic inclusion

strategies.

- **Flexible Course Structures** – Allowing EL students to take credit recovery courses, summer school, or alternative pathways to meet graduation requirements.
- **Stronger Family Outreach Programs** – Establishing multilingual parent liaisons, workshops, and translated materials to increase family engagement.

Resources for Equitable Program Access

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

SECTION 6. FAMILY ENGAGEMENT AND COMMUNICATION

Legal Requirements and Guidance for Family Engagement and Communication

- Districts are required to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners ([ESSA Sec. 3113\(b\)\(2\)](#))
- Parents/guardians must be notified within 30 calendar days of their student being identified as EL by communication in a language parents/guardians can understand ([ESSA Title I, Section 1112\(e\)\(3\)\(A\)](#))
- Parents/guardians must be informed annually of their child's progress ([ESEA/ESSA Title I, Section 1112\(e\)\(2\)\(A\)](#), [DCL Fact Sheet](#))
- Multilingual learners are authentic partners in state and local decision-making that directly impacts them and their communities. [Oregon Multilingual Learner Strategic Plan - Priority 1, Goal 1](#)
- Families, caregivers, and communities are engaged as authentic partners in informed decision-making and advocacy to ensure the success of multilingual learners. [Oregon Multilingual Learner Strategic Plan - Priority 1, Goal 2](#)

District Plan for Family Engagement and Communication

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

The district employs a variety of strategies to engage Multilingual Learner (ML) and English Learner (EL) families and communities as authentic partners in their children's education. These efforts focus on communication, collaboration, and cultural responsiveness to ensure families feel valued and informed.

Communication & Outreach

- Schools provide translated materials, multilingual newsletters, and interpretation services for meetings and events.
- Parent-teacher conferences, workshops, and information sessions are conducted in multiple languages to ensure accessibility.
- Bilingual family liaisons or community navigators help bridge language and cultural gaps.

Family & Community Engagement Programs

- **Parent Advisory Committees (PACs)** allow ML/EL families to voice concerns, provide input on policies, and engage in decision-making.
- Academic & Social Support Initiatives
- **Workshops on navigating the school system** provide guidance on graduation requirements, college readiness, and available support services.

By prioritizing clear communication, cultural inclusivity, and active participation, the district fosters a collaborative environment where ML/EL families feel empowered as equal partners in their children's education.

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

Student Advisory Committees

EL students are invited to participate in district-wide student advisory groups where they can share their perspectives on curriculum, instructional support, and school policies.

EL students can attend and participate in school board meetings where program decisions and budget allocations are discussed.

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

Scio School District 95 provides parents and guardians with access to their student's academic progress and educational information in their home language through translated communications, interpreter support, and the use of the district's student information system, ParentVUE. Families receive assistance accessing and understanding academic information, including grades, attendance, and reports, with interpretation or translation provided as needed through district staff or the Education Service District.

The district supports families in using ParentVUE by providing guidance during enrollment, conferences, and family events, and by offering individualized support through school offices and the district or ESD Family Liaison. When needed, staff and interpreters assist parents and guardians in navigating the platform so they can effectively monitor student progress and communicate with the school.

4. Describe how the district provides translation and interpretation services. Include details on services provided in-house and outsourced. List languages among district staff members who provide interpretation and translation services.

Scio School District 95 provides translation and interpretation services through a combination of in-house supports and outsourced services. When available, bilingual district staff assist with basic interpretation and communication with families in languages represented within the district, including Spanish. For more formal meetings, specialized educational discussions, written translations, and languages not represented among district staff, the district contracts with its Education Service District to provide qualified interpreters and translators who are trained in educational terminology. This combination ensures families have timely access to accurate, culturally responsive language support across school and district activities.

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

Scio School District 95 informs parents and guardians about the availability of free language assistance services during enrollment and through ongoing school and district communications. Families are notified that qualified interpreters and translation services are available at no cost for meetings, conferences, and school communications. This information is shared verbally, in written materials, and during parent events, and families may request language assistance through school offices or the district's Family Liaison in coordination with the Education Service District.

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

Scio School District 95 ensures that interpreters and translators have knowledge of specialized educational terms and concepts by utilizing services provided through its Education Service District. The ESD assigns trained interpreters and translators who are experienced in educational settings and familiar with instructional, assessment, special education, and English Learner terminology. The district works with the ESD to ensure interpreters receive appropriate guidance on the context and purpose of communications so information is conveyed accurately and clearly to families.

7. Describe the district's process to report this plan, information about programs, services, and activities available to everyone, and student progress to the community meaningfully and transparently.

Scio School District 95 communicates its plans, programs, services, and student progress to the community in meaningful and transparent ways. The district shares information through Equity Committee and Positive Climate efforts, parent nights, and community-building dinners that provide families opportunities to learn about programs and engage with staff. Information is made accessible through translations and interpretation as needed. The district also maintains regular communication with families through a Family Liaison at both the Education Service District and district levels, ensuring families receive timely, understandable information and have support connecting to services and resources.

Public Reporting & Accessibility

- **District Website & Online Portals:** The EL program plan, services, and resources are published on the district's website. Families can access student

progress reports, assessment results, and program updates through online parent portals.

- **Annual Reports & Public Meetings:** The district presents EL program effectiveness, funding allocations, and student outcomes in board meetings open to the public. Annual reports on EL student progress, language proficiency growth, and graduation rates are shared with families and stakeholders.

Direct Communication with Families

- **Multilingual Notifications:** Letters, emails, and robocalls about EL services, assessments, and program updates are sent in families' home languages.
- **Parent-Teacher Conferences & Workshops:** Schools hold multilingual conferences and workshops to discuss student progress, curriculum, and available support services.
- **Community Meetings & Listening Sessions (Culture and Climate Meeting) :** The district organizes forums where EL families can ask questions, provide feedback, and learn about new initiatives.

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

- **Multilingual Outreach:** The district provides translated materials, interpreters, and bilingual staff to communicate with families in their preferred language.
- **Technology & Accessibility:** The district uses multiple platforms (email, phone calls, social media, in-person meetings) to accommodate diverse communication preferences.
- **Flexible Meeting Options:** To accommodate work schedules, the district offers in-person, virtual, and evening meetings for EL families.
- **Partnerships with Community Organizations:** Collaborations with local nonprofits, faith-based groups, and cultural organizations provide additional support services tailored to specific EL communities.

Resources for Family Engagement and Communication

- [ODE Community Engagement Toolkit](#)
- [OELA \(Office of English Language Acquisition\) Family Toolkit](#)
- Regional Education Laboratory [Toolkit of Resources for Engaging Families and the Community as Partners in Education. Part 1: Building an Understanding of Family and Community Engagement](#)

- MTSS4ELS Fostering [Collaborative Partnerships With Families of English Learners Within a Multitiered System of Supports](#)

SECTION 7. PROGRAM EVALUATION

Legal Requirements and Guidance for Program Evaluation

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

District Plan

1. Describe the district’s process for evaluating the effectiveness of the district’s services to Multilingual English learners. What methods and/or tools do you use to evaluate ELD programming?
 - **English Language Proficiency Progress:** Performance on state ELPA.
 - **Academic Achievement:** EL student performance on standardized tests, course grades, and graduation rates compared to non-EL peers.
 - **Reclassification & Exit Rates:** The percentage of EL students who attain proficiency and transition out of EL services.
2. Describe who participates in evaluation of services for multilingual learners, including engagement of multilingual students and families in data collection, analysis, and interpretation.
 - **EL Program Coordinators & Administrators:** Oversee program implementation, analyze data trends, and ensure compliance with state and federal requirements.
 - **School Principals & Assistant Principals:** Monitor EL student progress, observe classroom instruction, and make site-based program adjustments.

- **ELD (English Language Development) Teachers & General Education Teachers:** Provide direct feedback on curriculum effectiveness, student progress, and instructional strategies.
 - **Counselors & Support Staff:** Assess socio-emotional and academic needs of EL students and provide insights on program effectiveness.
 - **Community Meetings & Listening Sessions:** Schools host forums where EL families can discuss concerns and provide recommendations.
3. Briefly summarize any areas of concern or priority that have emerged because of program evaluation and share how they are being addressed.
- Communication methods with families.
 - Student Voice
 - Curriculum

Resources for Program Evaluation

- [Oregon Accelerated Learning Dashboard](#)
- [Education Northwest District EL Program Rubric](#)
- See OELA [EL Toolkit, Chapter 9](#) for guidance on evaluating the effectiveness of a district's EL program
- [Regional Educational Laboratory \(REL\) Program Evaluation Toolkit](#)
- IES (Institute of Education Sciences) What Works, "[Using Student Achievement Data to Support Instructional Decision Making](#)"
- [Office for Civil Rights Program Evaluation](#)

RESOURCES/REFERENCES

Guidance for all sections

- [Dear Colleague Letter – January 2015](#) – this document includes several chapters addressing requirements for supporting English Learners.
- Title III – Non-Regulatory Guidance ([2016](#) & [2019](#)) – these documents address the federal requirements under ESSA. This guidance is separated by topic.
- [ESSA Title I and Title III](#) – this is the link to the Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act (ESSA)
- [OELA \(Office of English Language Acquisition\) Toolkit](#). This toolkit provides support for each chapter included in the Dear Colleague Letter.
- [Office for Civil Rights – Parent Language Rights](#) This document provides information on the documents a parent has the right to receive in languages they can understand. This document aligns with the Dear Colleague Letter.

5.9. Board Policies: **Second Reading**

- 5.9.1. ACB - Every Student Belongs
- 5.9.2. ACB-AR - Bias Incident Complaint Procedure

5.10. Board Policies: **First Reading**

- 5.10.1. DBDB - Fund Balance Policy
- 5.10.2. ECACB - Unmanned Aircraft System
- 5.10.3. GBNAA/JHFF - Suspected Sexual Conduct with Students and Reporting Requirements

- 5.10.4. GBNAA/JHFF - AR - Suspected Sexual Conduct Report Procedures and Forms
- 5.10.5. JBA/GBN - AR - Sexual Harassment Complaint Procedure - Delete
- 5.10.6. JHFF/GBNAA - Suspected Sexual Conduct with Students and Reporting Requirements
- 5.10.7. JHFF/GBNAA - AR - Suspected Sexual Conduct Report Procedures and Forms

- 5.10.8. KG-AR - Facility Use Application for School District Property

6. **Board Reports**

Superintendent, Kim Roth, District Accountant, Brody Foster, Centennial Elementary School, Principal, Lindsay Alsup, Middle School Principal, Jacob Alburn, High School Principal, Kyle Braa, Keltes James, Honor Bagnall, Nolan Buganski, McKenzie Gilkison

6.1. Superintendent's Report

- 6.1.1. Financial Report
- 6.1.2. Centennial Elementary School Report
- 6.1.3. Scio Middle School Report
- 6.1.4. Scio High School Report
- 6.1.5. Student Representatives

7. **Board Comments/ Information/ Discussion Items**

Superintendent, Kim Roth

7.1. Board Comments

8. **Announcements / Date of Importance**

Chairman, Anber Nelson

- 8.1. Regular Board Meeting, Thursday, March 19, 2026, at Scio Middle School Library at 6:00p.m.
- 8.2. Spring Break, March 23-27, 2026
- 8.3. Grading Day, April 3, 2026
- 8.4. Parent / Teacher Conferences, April 17, 2026

9. **Adjournment**

