



FREMONT COUNTY
School District 1

400 Baldwin Creek Road
Lander, Wyoming 82520
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FCSD#1

English Learner

Plan and Procedures

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In accordance with FCSD #1 Policy IGBF, the district will provide a bilingual/English as a second language program designed to aid pupils who possess limited or no command of the English language. A special English program will be provided for those children who speak a language other than English in their home environment. This program will permit non-English speaking children and children with limited facility in the use of English to become proficient in the use of the English language and to become bilingual as soon as possible.

"No person in the US shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

The following employee has been designated to handle inquiries regarding the non-discrimination policies:

Deidre Meyer, Curriculum Director/Title IX Coordinator, 863 Sweetwater Street, Lander, WY 82520 (307) 332-4711, dmeyer@landerschools.org.

For further information on notice of non-discrimination, [visit the United States Department of Education's Office for Civil Rights website](#) for the address and phone number of the office that serves your area, or call (800) 421-3481.

Home Language Survey (HLS)

Identification as an EL student is a two-part process. First, when a student enrolls in a FCSD1 school for the first time they or their parents are asked to complete a Home Language Survey (HLS). The HLS asks questions to determine if the student may be an active EL based on language use by the student and in the home. Questions include:

- 1) the language the child first learned;
- 2) the language the child currently uses most frequently at home; and,
- 3) the primary language used by the family in the home

Versions of the Student Registration form, in the language used by the family in the home, are available at all schools. The Home Liaison and the ELL Coordinator will provide assistance as needed for parents who require help completing the HLS due to a language barrier. The HLS will be provided to parents through the online registration process. The HLS information is disseminated to the ELL Coordinator to disseminate the information to the certified teachers in order to begin the screening process. HLS information is stored in the student management system for access by the appropriate staff.

When necessary, the district Home Liaison will conduct a child study and the district will use the cumulative file review and teacher observation to determine other prior documents of English proficiency. District personnel will review all information to ensure data is correct prior to administration of the screener. APrior to screening, the district will make contact with families to ensure the language spoken in the home was accurately reported and meets the requirements to continue with the screening. FCSD #1 uses the WIDA MODEL for screening and ACCESS. A hard copy of all screeners and assessments are kept by the EL Coordinator and placed in the EL folder in the student's cumulative file.

EL Screener

FCSD1 uses the WIDA Kindergarten screener with a proficiency of 5.5 or above, the WIDA Screener (grades 1-12) with a proficiency of 4.5, and the ACCESS for ELLs. The ACCESS for ELLs is used to monitor student progress in English language proficiency on a yearly basis. A trained and certified staff member administers the screeners. This assessment requires an exit criteria of a composite score of 4.6 or above and an overall literacy of 4.3 or above. A student that tests proficient on the screener is not identified or reported as an active EL, nor are they placed on monitoring status. The Elementary and Secondary Education Act requires students that are not proficient are identified as active ELs and their parents notified of placement in EL within 30 calendar days from the beginning of the school year and 14 calendar days from the date of enrollment if the student enrolls mid-year. A hard copy of the screener and notification letter is placed in the EL folder in the student's cumulative file.

Parent Notification

The FCSD1 EL Coordinator will notify the parents of the student's EL eligibility and the proposed plan for services. Parents of ELs who qualify for EL services may refuse by declining services. Refusal of services must be entered in the student information system with the refusal date. The district Community Liaison collaborates with the EL Coordinator to identify new and continuing EL students. Upon registration, those families identifying as English not the first language in the home will be contacted by the Community Liaison to complete a home language survey. In addition to the home language survey, the liaison confers with families to ensure home/school communication meets the needs of the family; and, the district will provide information in the home language when appropriate. Parents will also be notified by the EL Coordinator when a student meets the criteria to be exited from services.

Language Instruction Educational Programs (LIEPS)

There are two certified ESL teachers in the district. In addition, each building shall identify grade level and content teachers to be trained and kept current in the ELD Standards Framework found on the [WIDA Site](#). The programming for EL students varies based on the students unique needs however, the primary methods include:

- Specially Designed Academic Instruction in English – Students are taught in English by a certified ESL teacher, instruction is specifically designed to provide EL students with access to the curriculum. It involves teaching content and English language development simultaneously. This program is intended to be a transitional instructional approach after ELs reach intermediate levels of proficiency.
- EL Pull out – Students attend mainstream classes as well as pull out instruction individually or in small groups with a certified ESL instructor that focuses on language development.
- Fillable IELP: [Fillable IEL Plan \(IELP\)](#)

Students identified as active ELs will be referred to the Building Intervention Team (BIT). The BIT will identify student needs and develop an Individualized English Learner Plan (IELP) documented in the Silverback Milepost program. The BIT will monitor progress and adjust the program based on the student's performance. IELP should be individualized and is recommended to include the following:

- The assessment information will include the student's screener results, ACCESS for ELs assessment, WY-TOPP, STAR, ACT Test Results and any other results that would aid in developing an effective plan.
- Instructional Program/Supports/Strategies
- Explain any modifications/services/interventions/remedial or EL Programs in which the student is currently participating.
- Describe appropriate Instructional Strategies that are based on the student's needs and English language proficiency score. Determine any coping skills, how the student is processing information and what resources they are using.
- Explain the appropriate Assignment and Assessment Supports that can be done to assignments and tests to make them accessible to the learners.
- Goals written on the IELP, which are set according to the student's English language proficiency level (the WIDA CAN-DO descriptors and the English Language Development Standards can be used to determine appropriate goals and objectives for individual students) And/or
- Goals established by looking at other evidence such as class tests, work etc..

Include any information on the student's background, level of native language proficiency, educational history in the home country and in the United States, and the student's strengths and needs. Parents may help in drafting this portion of the IEL Plan.

[Testing Accommodations](#)

The Every Student Succeeds Act (ESSA) requires that a state provide appropriate accommodations for ELLs with disabilities and, if an ELL has a disability that precludes assessment in one or more domains assess the student's ELP based on the remaining domains in which it is possible to assess the student (34 CFR § 200.6(h)(4)). Determinations for a student to not participate in a specific domain must be carefully considered for each ELL, and for each specific domain.

The BIT should identify and document appropriate accommodations to make the test more accessible for EL students. Accommodations match the individual student's need and may only be provided when all of the following conditions are met:

- The accommodations for ELs are determined and documented at the school level via IELP.
- The selection and administration of accommodations are consistent with the WY-TOPP standard accommodations.
- Standard accommodations are administered as described in the *WY-TOPP Test Administration Manual*.
- The accommodations provided are effective in providing access to the test and are regularly used by the student during instruction and assessment.
- The accommodations are administered by a trained Test Administrator who is familiar with the student.

Accommodations may **not**:

- Result in adverse consequences for students.
- Alter the measured test construct or concept.
- Provide additional information, prompting or clues to suggest or support the selection of correct answers.

Schools may not exempt EL students from the WY-TOPP content assessments with the exception of waiving students from the reading and writing for students who have been enrolled in US schools for less than one year. Additionally, schools would need an exemption approved by the Wyoming Department of Education. Students who are in their first year will take ACCESS for ELLs.

Preparing your child for the ACCESS ([video](#) from WIDA site).

Measuring Progress and Achieving English Proficiency Criteria

In addition to ACCESS for ELLs and the BIT tracks academic progress with the following measures at various grade levels:

- WY-TOPP scores (proficiency in reading, writing, math, and science)
- WY-TOPP interim scores
- STAR District assessments (administer fall and spring)
- STAR progress monitoring
- Report cards (passing grades and attendance by quarter)
- CFAs (common formative assessments) scores

The BIT uses the IELP to document data, attendance, accommodations, instructional strategies used, and types of services provided, strengths and weaknesses of the student.

STAR reading is used to assess several areas including; Literature, Informational Text, and Language. The program places students into one of four categories; urgent intervention, intervention, on watch, and at/above benchmark. Students falling into urgent or the intervention categories receive targeted instruction for their specific deficit. They also receive frequent progress monitoring to ensure effectiveness of the intervention. If interventions prove to be ineffective then another one is selected.

Exit Criteria

ACCESS for ELLs is administered each spring to all Active ELs (this includes ELs whose parents refused services). A composite score of 4.6 or higher on the ACCESS for ELLs and a Literacy Performance Level of 4.3 is considered proficient and the student will no longer be an active EL.

The EL/Title III Director is responsible for notifying all parents by phone and letter that their student has exited active EL status and will now be monitored for four years.

Monitor Status

When an active EL student tests proficient on the ACCESS assessment he/she is moved to the Monitor Status Year 1 at the beginning of the following school year. In the subsequent academic year the student is moved to Monitor Status Year 2. Student in Monitor Status Year 1 or 2 are called Former ELs and are no longer considered active EL students. Students in monitoring status years 1-4 will be progress-monitored to ensure they continue to be successful in the curriculum especially language arts. This is measured utilizing report cards, state assessments, STAR district assessments, and teacher observations, etc. The STAR Reading assessment is administered two-three times per year and assessment results are tracked in the Milepost program. Milepost stores historical information on the progress of students. This allows the information to follow the student and be accessible to the various grade levels and buildings.

Monitoring Forms:

Original: FCSD #1 EL Coordinator

Copy: Student Cumulative File

Program Evaluation

FCSD1 uses student progress monitoring information, ACCESS scores, credits earned toward graduation requirements, and EL exit rates to measure the effectiveness of the EL program. The monitoring and evaluation of the program is an ongoing process. When students are not making progress the team adjusts the programming to find something more effective.

Engagement

FCSD1 promotes stakeholder engagement to include parents, family, and other community partners. They are encouraged to participate in school events that take place throughout the school year. The district has a parent/community liaison to help support EL families. They work to develop relationships with the families and assist with the communication barriers that may exist. When necessary and appropriate the liaison will complete a parent interview to identify ways the district can support families with interpretation, parent training, identifying resources, and ensure the lines of communication are always open. Some strategies the district will utilize to promote parent, family, community engagement include:

- Parent advisory councils
- Family literacy nights
- Encouraging parents to volunteer in their child's classroom
- Finding out what the EL parents' skills and hobbies are, and looking for ways to draw on their talents
- Forming small focus groups with EL parents to find out:
 - How they define their role in their child's education
 - What their concerns, priorities, and hopes are for their child
 - What kinds of events at the school would they be interested in attending
 - The obstacles that discourage them from participating and changes that would help
 - Events where being a part of a larger group might make them feel more comfortable
 - Home visits

In addition to parent, family, and community engagement, created and shared with EL families a community resource book.

Parent, family, and community engagement event notification will be sent out by the parent community liaison.

EL Teacher Certification Requirements

EL teachers born in the United State or other English speaking countries who report that their first language is English:

1. Birth certificate
2. High School diploma from a school where the language of instruction is English; or
3. A college degree from a college or university where the language of instruction is English,
4. Teacher certification in the United States

The birth certificate plus one of the others is all that is required.

EL teachers whose first language is not English:

1. A proficient level score on the TOFEL exam or similar English Language Fluency exam.
2. A college degree from an English speaking university, or similar documentation showing successful education in an English speaking college or university.

At least one of the above is required, either a proficiency score on an English Language Fluency exam or an indication of successful college or university education in an institution where the language of instruction is English.

Consultation

FCSD1 provides three different opportunities for stakeholders to provide input and feedback for Title III and the District EL Plan. The first of these meetings is for all federal grant programs, the second is for private and homeschool agencies, and the third is for parents and community members. In addition, the District EL plan is shared with parents. District ESL staff meet with the EL/Title III Director. Additional staff attend these meetings depending on the agenda and content to be covered. This District EL plan is provided to each administrator and building ESL contact at all schools in the district.



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Fremont County School District #1

Home Language Survey

Student Name: _____ Birth Date: _____

Parent/Guardian Name: _____

Address: _____

Telephone: _____ Grade: _____

1. What language(s) is (are) used in your home?	
2. Which language did your child learn first?	
3. Which language does your child use most frequently at home?	
4. Which language do you most frequently use with your child?	
5. In what language would you prefer to get information from the school?	

Parent or Guardian's Signature

Date



Distrito Escolar #! del Condado de Fremont

Encuesta del Idioma en el Hogar

Nombre del estudiante: _____ Fecha de nacimiento: _____

Nombre del padre / tutor: _____

Dirección: _____

Teléfono: _____ Grado: _____

1. ¿Qué idioma(s) se utiliza(n) en la casa?	
2. ¿Cuál fue el primer idioma que aprendió su hijo/a?	
3. ¿Qué idioma utiliza su hijo/a con mayor frecuencia en la casa?	
4. ¿Qué idioma utiliza usted con mayor frecuencia en la casa?	
5. ¿En qué idioma prefiere usted recibir la información de la escuela?	

Firma de padre o tutor

Fecha



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Home Language Survey Mandarin

学生姓名: _____ 生日: _____
Student Name Birth Date

父母/监护人姓名: _____
Parent/Guardian name

地址: _____
Address

电话: _____ 年级: _____
Telephone Grade

1. 家里使用什么语言? What language(s) is (are) used in your home?	
2. 您的孩子学习哪种语言? Which language did your child learn first?	
3. 您的孩子在家里最常使用哪种语言? Which language does your child use most frequently at home?	
4. 您最常与孩子使用哪种语言? Which language do you most frequently use with your child?	
5. 您希望以哪种语言从学校获取信息? In what language would you prefer to get information from the school?	

父母或监护人的签名
Parent/Guardian name

日期
Date



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(Date of Letter)

To the parent(s) guardians of:

School:

Grade:

Primary Language:

Dear Parent(s):

Upon enrollment, a language other than English was noted on your child’s Home Language Survey. Pursuant to Federal law, our school district is required to assess the English language proficiency of your child. This letter is intended to notify you of these assessments, program placement, and our recommendations that are available to your child according to ESSA, Section 1112, (e)(3)(A).

Your child enrolled in our school on *(date enrolled)* and has been/was identified as requiring services for English language. Your child enrolled in our school on _____ and has been identified as requiring services for English language. Your child’s English skill was assessed with the WIDA screener for Kindergarten (KW-APT) and scored a _____ composite score. 29 or higher for listening and speaking, 12 or higher for writing and 11 or higher for reading. The WIDA screener is used to screen students in grades 1-12. The proficiency score is 4.5. Your child score a ____.

Your child was assessed using the ACCESS for ELLs and received a composite score or scores of _____. A composite score of 4.6 or higher on the ACCESS for ELLs with a literacy performance level of 4.3 or higher is proficient. Your child’s score qualifies/does not qualify for a language instruction program.

There are two certified ESL teachers in the district. In addition, each building shall identify grade level and content teachers to be trained and kept current in the ELD Standards Framework found on the [WIDA Site](#). The Language Instruction Educational Programs (LIEP) offered in our school consists of:

- Sheltered English Instruction – Students are taught academic content in English by certified ESL and content licensed teachers. The language used for instruction is adapted to the proficiency level of the students. While the instruction is focused on content, the instruction also promotes English language development.

- Specially Designed Academic Instruction in English – Students are taught in English by a certified ESL teacher, instruction is specifically designed to provide EL students with access to the curriculum. It involves teaching content and English language development simultaneously. This program is intended to be a transitional instructional approach after ELs reach intermediate levels of proficiency.
- EL Pull out – Students attend mainstream classes as well as pull out instruction individually or in small groups with a certified ESL instructor that focuses on language development.
- IEP Objectives- the special education teacher and ELL instructor will collaborate to support the identified IEP objectives.

The program selected for your child is: *(name of program)*. This program will meet the educational strengths and needs of your child and help your child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.

Once your child reaches a proficiency score of 4.6 on the ACCESS for ELLs assessment and a Literacy Performance Level of 4.3 or higher and he/she will exit as an active English Learner and be monitored for four years. If your child needs support during this time, we will provide him/her with the necessary assistance. Reaching proficiency varies for each child however it is the goal to exit your child within four years of the beginning of services (**projected date of exiting program**). The district's 2019-2020 graduation rate was 100%.

You have the right to refuse English learner services for your child; however, he/she will still be identified as an active English learner and will be required to participate in the ACCESS for ELLs assessment administered each spring until proficiency is achieved. The district is still responsible for providing supports to your child so they may have equal access to our educational programs, monitoring their progress, and offering EL services again if your child is struggling.

If you would like to schedule a parent conference to discuss language program options for your student or have additional questions/concerns please contact the building principal.

Sincerely,

Deidre Meyer
District EL Coordinator
307-335-0431



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www.landingschools.org

Date:

Dear Parents/Guardians:

Congratulations! Your child scored proficient on the spring **year** ACCESS for ELLs English Language Proficiency Assessment, along with the Literacy Proficiency requirement and has met the criteria to **exit** our district's English learner program.

ACCESS for ELLs is an annual assessment test given to all English learners (ELs) to determine a student's level of English language fluency. Based on the results of this test, your child has achieved the needed level of English proficiency to advance in mainstream classroom academics without additional English language support services.

Because your child has exited the EL program, he or she will no longer participate in our EL services; however, your child will be monitored for four years to ensure he or she is meeting challenging state academic standards. The first two years of monitoring are formal and will be evaluated based on your child's progress on report cards, various assessments such as WY-TOPP, STAR, classroom assessments and grades.

Monitoring forms will be completed for the first two years to evaluate your child's progress. In years three and four, although these are for accountability and reporting purposes, a degree of oversight is required to ensure continued progress in meeting academic standards. At any time your child is observed to be struggling, an evaluation will be conducted by a Building Intervention Team (BIT) or teacher observation to determine if your child is still in need of English learner services. At such time, your child will be screened again for services.

We commend your child for the progress he/she made in achieving English language proficiency and thank you for supporting your child's learning. Together, we will continue to help your child succeed in school.

If you have any questions regarding the exit of your child from EL services, please feel free to contact me at the information listed below.

Sincerely,

Deidre Meyer
District EL Coordinator
307-335-0431

Fremont County School District #1

Title III-English Learner

Exit Monitor Form

Name: _____ Grade: _____ Date: _____

Birth Date: _____ Teacher: _____ School: _____

Monitoring Status Year 1 _____ Year 2 _____ Year 3 _____ Year 4 _____

ACCESS for EL Assessment Results:

Overall Score: _____ Listening: _____ Speaking: _____

Reading: _____ Writing: _____ Oral Language: _____

Literacy: _____ Comprehension _____

WY-TOPP Scores:

Reading _____ Writing _____ Math _____ Science _____

STAR Testing:

Reading _____ Math _____

Grades:

Language Arts _____ Math _____ Science _____

Comments:

EL Parent Interview

INTRODUCTION

Explain to the parents that the purpose of the interview is to collect information to better understand if the student may need additional support at school. Many parents of English Learners report that they were unaware their child was having any difficulties at school. Document how the parent describes the student's strengths and weaknesses at school. Find out before the home visit if there are concerns expressed by the teacher (e.g., student is reading below grade level; student is very distractible; student is not making progress, etc.)

IDENTIFYING INFORMATION

Name of Student: _____ Teacher: _____

Name of Parent: _____ Interpreter: _____

SOCIAL AND FAMILY HISTORY

Questions included are necessary to understand the effects of cultural/language factors on the student's learning.

1. Who does the child live with? Who are all the members living in the household?

The child is the _____ (first, second, third, etc. child) of _____ (1? 2? 3? 4? children).

2. Birthplace?

3. How long in the U.S? Friends, family, organizations in community?

This is asked to assess acculturation and the family's network of support

4. Parents' level of education and occupation?

5. Child separated from parents?

We have found out that many EL students have been separated from their parents even before they came to the U.S. It is important for us to know for how long, where, who took care of the student while separated from parents, if all siblings were separated from parents, etc.

6. First language. The first language the child learned to speak. Usually it is the same as the parents' native language. However, responses may vary.

7. Language the child speaks at home?

8. Language the child speaks with friends?

9. Language spoken to the child by different family members?

10. Language the child hears in the community?

11. Parents speak English? It could be that only one parent does. Be specific.

12. By "interpretation" we mean orally communicating the meaning from one language to another. Get an idea of how well the student can do it and the frequency.

13. Dominant language?

The language the student has more facility, feels more comfortable using, etc. from the parents' perspective. Some parents explain that for school, English is the dominant language and for home-related topics, Spanish is the dominant. Other parents say that clearly Spanish is the dominant language.

FAMILY OBSERVATIONS ABOUT THE STUDENT

1. Getting along with siblings? Can child play well? Does he/she disrupt siblings play? Age appropriate behaviors? Aggressiveness?
2. Friends? Similar to question 1 but with other children. Games? Nintendo only? Solitary games or games that involve other children? Can child take turns? Social media use?
3. Behaviors of concern? Circle any response that applies and add any other response from parent if necessary.
4. Other behavior problems? Other problems may include wetting bed, destroying things, hiding or running away from the parent, etc.
5. Learning new concepts? How does the child learn new things? Can he/she learn some things more easily than others?
6. More difficulty than other children in the home? Do younger children seem to know things the student doesn't know? Does the child demonstrate more difficulty than when siblings were the same age?
7. Speech clear and intelligible? Can the student be understood when he/she speaks? Is the student's speech more typical of a younger child? You could give the parent examples of speech errors. For instance, in Spanish saying "Tis" instead of "Luis", "quelo" instead of "quiero." Some parents tell us that their child "mocha las palabras" ("chops" words).
8. Express ideas appropriately for age? Can the student express himself/herself effectively? Can student express complete ideas? Or people have to guess what the child is trying to say?
9. Reading at home? We are very interested in the barriers/obstacles that family may encounter with reading at home.
10. Homework? Same as for reading.
11. Parents' biggest concern with student? This is very important. Often times, the referral concern (e.g., child can't read) is not a serious problem for the parent. Therefore, we need to know what the parent is concerned about and possible solutions for the referred problem(s) from the family's perspective.

SCHOOL HISTORY

Questions specific to educational opportunity both in the U.S. and in the home country.

1. Preschool: Any kind of program prior to kindergarten.
2. School: From kindergarten through 12th grade.
3. School outside the U.S.: We need details as indicated by the bulleted questions.
4. Prior reports of concerns at school: If no concerns are reported, you could also ask what previous teachers said about the student (e.g., good at art; learning English well, etc.).

5. School in the U.S.: Details please. If possible include the name of each school attended.
6. Missing school in the U.S. Attendance is an important issue to explore. Also, find out if the child has gone back to the country of origin for more than a week and perhaps attended school there.
7. Other family with language or learning difficulties? If you want, you could ask, “Who does the referred child remind you of in the family?”

HEALTH AND DEVELOPMENTAL INFORMATION

Questions included help us determine if health/medical issues require further consideration.

1. Problems with pregnancy/delivery? If yes, please get an explanation
2. Significant illnesses? If yes, please get an explanation
3. Hospitalizations? If yes, please get an explanation
4. Medications? If yes, please get an explanation
5. Serious head injury? If yes, please get an explanation
6. Problems with vision or hearing? If yes, please get an explanation
7. Developmental milestones (e.g., sitting, crawling, walking, talking, etc.).
Some parents cannot remember well when a particular milestone was reached. Encourage parents, but if they can't remember, ask if the child's overall development appeared normal or not.
8. Different in the development than siblings or other children his age? Again, if the answer is “yes”, please get details

COMMENTS

Please encourage the parent(s) to mention anything he/she would like to say and to ask questions. It is critical for parents to know that a team is working together to understand the needs of their child. If parents have more questions, please refer to their child's teacher. The teacher in turn could contact the appropriate team member as necessary.

Interview questions were based on questions from;
PARENT INTERVIEW FOR ENGLISH LANGUAGE LEARNERS (ELL) A GUIDE FOR INTERPRETERS, by Alicia Hoerner, Ph.D.

E.05 The LEA has provided opportunities for parents and families of ELs with family literacy, parent outreach, and parent training activities specifically related to the purposes of this grant.

E.05.1 List of specific EL parent, family, and community engagement activities.

E.05.2 Documentation of parent attendance in activities including full dates and times.

Narrative:

Due to covid-19, the district was unable to fulfill these two indicators. However, the Parent Liaison was able to go to EL families houses to deliver meals during Covid.

IELP Template