

English Learner Program

ROCORI Public Schools provides services for many students who speak a primary language other than English in their home. In order to meet the needs of students who require support in language acquisition and fluency, the District employs teachers licensed in the area of English as a Second Language and teacher assistants with special training. ([MN Statute 124D.61 General Requirements for Programs](#))

All English Learner Information is available in English and Spanish on our district website and upon individual request (rocori.k12.mm.us). ([IF, IIC, IIID. Communication of Identification Criteria and Procedures](#))

Services include:

- Evaluations,
- Direct instruction in small groups,
- Consultation with other teachers,
- Alternative testing,
- Monitoring of progress, and
- Parental Communication

Summary

Classroom teachers have primary responsibility for all students, including those with English language learning needs.

In addition:

- EL licensed teachers provide direct English language instruction to students in four domains of instruction: Speaking, Listening, Reading and Writing;
- EL licensed teachers provide consultation support to classroom/content area teachers and student support staff, to succeed academically based on each student's English language learning needs;
- EL program staff and support staff (cultural liaison, guidance counselors, nurses) provide culturally responsive resources and services to EL students and their families;
- Teacher assistants are used in limited ways to support the direct instruction provided by the licensed teachers;

EL teachers align their curriculum and program with the district's curricula in English literacy, WIDA national standards, and Minnesota state content standards. ROCORI Public Schools offers the following EL program models:

- Intensive Newcomer Instruction
- Pullout Academic English Instruction
- Collaborative Co-Teaching Model

Definitions

EL—English Learner This is the term most frequently used in reference to the learner, instructional program, and instructional expertise in Minnesota and the ROCORI Public Schools.

LEP – Limited English Proficient (LEP) is a term usually used in conjunction with funding. This is the federal classification recognized by the state of Minnesota in meeting the requirements for No Child Left Behind.

ESL – English as a Second Language (ESL) is currently the recognized license that a teacher must hold to offer highly qualified instruction in the four domains of Speaking, Listening, Reading and Writing.

Title III – This is the federal program that provides parameters and supports for educating EL students.

Funding

A critical element of any instructional program is the revenues and expenditures to support systemic planning and instruction. Minnesota is one of the few states to dedicate some state funding for the sole purpose of educating students who speak a language other than English. Currently, the state of Minnesota pays districts an additional \$700 per year for every LEP=Y student. This funding does have a cap of five years, even if the student remains in the EL program. An outcome of a funding structure like this is that many of the secondary EL students generate no state EL funding, yet they continue to need the educational service. ROCORI Public Schools also receives Title III funding, a dedicated source of funding from the federal government. Title III revenues are generated at a rate of roughly \$100 per EL student with no cap on the years of service.

Roughly half of the revenue for EL instruction comes from the basic educational formula generated by every child in the district. This is the same fund that pays for general education costs, administration, and program coordination.

Entrance Procedures (IA. Initial Identification)

Entrance Criteria: State and Local

A Home Language Questionnaire is given to all families upon registering their children at ROCORI Public Schools.

Current State Criteria: A student in grades Kindergarten through Grade 12 is identified as an EL – according to Minnesota Statute 124D if:

1. The pupil first spoke a language other than English; the primary language spoken in the home of the pupil is not English; or the language most often spoken by the pupil is not English.
2. The pupil is determined by developmentally appropriate measures to lack the necessary English skills to fully participate in classes taught in English.

Program Entrance Screening: (IC. Overall Identification Measures, ID. Language Proficiency Measures, IE. Identification Criteria)

- A. W-APT for new students to the Minnesota school system and/or students that do not have records indicating English proficiency levels/assessments on file upon entrance to ROCORI Schools. The domains of Listening, Speaking, Reading and Writing are screened on this assessment.
- B. ACCESS or W-APT data in their school records from their previous school district indicating the need for EL services. The domains of Listening, Speaking, Reading and Writing are reviewed. (If the student scores 4.9 or below, the student will receive EL services. If the student scores between 5.0 and 6.0, the student will not receive EL Services).
- C. Assessment documents are stored in Building EL Accountability binders and district data warehouses.
- D. At any time other developmentally appropriate measures may complement the formal entrance measures including, but not limited to:
 - i. Measures of Academic Progress (MAP)
 - ii. Minnesota Comprehensive Assessments (MCA) Scores
 - iii. Grade Reports
 - iv. Observations
 - v. Teacher judgment
 - vi. Parent recommendations
 - vii. Interview with background survey
- E. Students that have interrupted educational experiences and first language literacy will inform program placement considerations.
- F. Proctors are certified for assessments ACCESS, WAPT, MAP, MCA through annual online coursework and certification.

Annual Proficiency Screening (IB. Ongoing Identification, IC. Overall Identification Measures, ID. English Proficiency Measures)

Annual proficiency screening for all qualifying EL students is required, not optional. The district's proficiency screening tools are the ACCESS (domains of listening, speaking, reading, and writing) or W-APT (for new to district students).

Secondary Measures are considered in EL course offerings:

- Minnesota Comprehensive Assessments (MCA) for Reading and Mathematics, and Science. To qualify, students should fall below the 50th percentile for local(district) norms in Reading. Students either "Do Not Meet" or "Partially Meet" the MN State Standards.
- Measures of Academic Progress (MAP) for Reading and Mathematics. To consider qualification for EL services, the students demonstrate academic performance in Reading below the 70th percentile.

The school/district must notify parents/guardians in their primary language that the student qualifies and will be receiving EL services. Parents/guardians must submit written correspondence if they choose to refuse EL services for their child. If a student receives a composite score of 5.0-6.0 on the ACCESS test, refer to *Monitor and Exit Criteria* (page 6).

Proctors are certified to administer ACCESS assessments through annual online coursework and certification.

Note: The original W-APT assessment will remain on file with the EL Coordinator. Copies of these tests are available upon request.

Elementary New Student Procedures

Building Staff:

1. Request a district interpreter to assist in completing district registration forms
2. District interpreter will notify the EL assessment staff of the HLQ results.
3. Principal/Counselor and interpreter will tour building with new student/family.

EL Classroom Teacher:

Upon the arrival of a new student with a language other than English indicated on the HLQ.

1. Arrange W-APT Screener or review previous assessment of the student's English Proficiency level.
2. If a student's W-APT composite scores are between 1.0-4.9 (or if previous year's ACCESS scores are between 1.0-4.9), the student qualifies for EL services.
3. If EL placement is appropriate, complete the district ADD/DROP document for EL Services.
4. Present completed ADD/DROP for EL Services document to building principal for signature.
5. Present signed ADD/DROP for EL services document to Building Secretary for Skyward completion and placement in the student's cumulative file.
6. Add Student to EL Master List
7. Provide Entrance/Annual Parent Notification Letter to student's family within 10 school days.
8. With the mainstream and EL teachers, determine appropriate classroom placement.
9. Provide ACCESS (or W-APT) scores/language proficiency level to classroom teacher(s).
10. Determine appropriate classroom placement in conjunction with classroom teachers and principals.
11. Communicate any pertinent information with mainstream teachers, such as family information, interpreters needed, etc.
12. Create a new EL student file for the EL classroom.

Secondary New Student Procedures

Building Staff:

1. Request a district interpreter to assist in completing district registration forms
2. District interpreter will notify the EL assessment staff of the HLQ results.
3. Counselor and interpreter will tour building with new student/family when student files have arrived and student's schedule has been established.

EL Classroom Teacher:

Upon the arrival of a new student with a language other than English indicated on the HLQ

1. Arrange W-APT Screener or review previous assessment of the student's English Proficiency level.
2. If a student's W-APT composite scores are between 1.0-4.9 (or if previous year's ACCESS scores are between 1.0-4.9), the student qualifies for EL services.
3. If EL placement is appropriate, complete the district ADD/DROP document for EL Services
4. Present completed ADD/DROP for EL Services document to building principal for signature.
5. Present signed ADD/DROP for EL services document to Building Secretary for Skyward completion and placement in the student's cumulative file.
6. Provide Entrance/Annual Parent Notification Letter to student's family within 10 school days.
7. Determine appropriate classroom placement in conjunction with the counselor, student, and parent/guardian.
8. Create the student's schedule based on their proficiency level.
9. Provide ACCESS (or W-APT) scores/language proficiency level to mainstream teacher(s).
10. Communicate any pertinent information with mainstream teachers, such as student language proficiency levels, interpreters needed, etc.
11. Create a new EL student file for the EL classroom.

Transition and Exit Criteria (IIIA. Exit and Reclassification IIIB. Exit Measures, IIIC. Exit Criteria)

ELs who reach a level of English proficiency that allows them to fully access the grade level curriculum are exited from the EL program (transition) and/or reclassified as LEP-N in MARRS. A score of 4.8-6.0 on the ACCESS test indicates an exit from the program unless any of the following criteria have not been met. If not met, the students would receive direct EL services.

1. They score at or above district benchmarks on the FAST/Aspire Reading assessment.
2. They meet grade level expectations on MCA Reading.
3. They demonstrate success in academic content areas with little to no language support.

Transition students will remain on transition status for one year. Use the *Transition and Exit Checklist* to note the reason for continuing to transition the student and the length of time the student is expected to remain on transition status.

- Reclassification to LEP-N means that a student has met district established criteria for English Language proficiency and no longer needs EL services and EL instruction formal EL consultation and ACCESS testing are (is) discontinued.
- An English learner can be reclassified to LEP-N effective for the first year in which the EL student will not be in EL classes and will not take the ACCESS test (during the school year) based upon review of ACCESS scores, FAST/Aspire score, and demonstrated success in academic content areas with little to no language support.

Teacher's Guide for EL Transition and Exit Procedures

If a student receives a composite score of 4.8-6.0 on the ACCESS, they will be transitioned from the EL program to general education instruction or reclassified as LEP-N. The EL teacher must follow a series of steps:

Transition to General Education Classroom:

- Communicate with parents/guardians, mainstream teachers and/or counselor, and other relevant staff.
 - Hold transition service meeting with parent/guardians with an interpreter present if needed to review compilation of student work using the transition and exit checklist and sign transition form.
- Give the original notification letter to the parent/guardian and put a copy in the student's EL file.

Note: While the student is transitioning to General Education instruction, the EL teacher will confer with the classroom teachers/counselor regularly to assess the student's progress. Any student who does not demonstrate adequate progress is eligible to be transitioned back to EL services. Students may be receiving transition services for up to one year. However, students successful in General Education instruction can be exited at any time. Until formal re-classification to LEP-N in MARSS, students receiving transition service will take the annual ACCESS test. Transition refers to the period, if any, between EL program exit and reclassification in MARSS (usually less than a year). During the transition period, a student's success without language support may be tracked (via grade, assessment, documented teacher reviews, etc.) to inform whether EL services should resume or if the student should indeed be reclassified as *not* EL for the following school year.

Re-Classification to LEP-N

- Communicate with parents/guardians, mainstream teachers and/or counselor, and other relevant staff.
 - Hold a reclassification meeting with parent/guardians with an interpreter present if needed to review compilation of student work using the transition and exit checklist and sign reclassification form.
- Schedule an interpreter following district protocol, if needed.
- Fill out the *Reclassification Letter* for parent/guardian notification.
- Complete an *EL Reclassification Form* and send it to the building secretary for principal signature and Skyward documentation and placement in Cumulative file
- Give the original letter to the parent/guardian and put a copy in the student's EL file.
- Move EL File to the CUM file.

EL Plan of Service: The district must implement programs that address the needs of all levels of English proficiency. (IIA. English Learner Programs, IIB. Amount and Scope of Service)

Less proficient English Language Learners will receive more hours of EL instruction than those who are more proficient in English.

Grade Level	Level 1	Level 2	Level 3	Level 4	Level 5
K-2	60 min, 5 days/week	60 min, 5 days/week	60 min, 5 days/week	30 min, 5 days/week	Monitor only Exit, based on ROCORI service plan
*1 st Grade On our Way to English Materials used for grades 1 and 2	<p>ELD Standards: 1—English as Social and Instructional Language; 2—English of Language Arts</p> <p>Program Type: Pull-Out EL</p> <p>Curr/Materials: Kindergarten-level <i>On Our Way to English</i> materials, mainstream classroom activities, sorts, matching activities. First-grade-level <i>On Our Way to English</i> materials, sorts, matching activities</p> <p>Instructional Strategies: SIOP, visual phonics, use of all four language modalities (reading, writing, listening, speaking) within instruction and practice, active participation</p> <p>Progress Monitoring: K: Letter/Sound identification check-ins, monitor mainstream theme test scores. 1/2: OWE Unit Tests</p>	<p>ELD Standards: 1—English as Social and Instructional Language; 2—English of Language Arts</p> <p>Program Type: Pull-Out EL</p> <p>Curr/Materials: Kindergarten-level <i>On Our Way to English</i> materials, mainstream classroom activities, sorts, matching activities. First-grade-level <i>On Our Way to English</i> materials, sorts, matching activities</p> <p>Instructional Strategies: SIOP, visual phonics, use of all four language modalities (reading, writing, listening, speaking) within instruction and practice, active participation</p> <p>Progress Monitoring: Letter/Sound identification check-ins, monitor mainstream theme test scores. 1/2: OWE Unit Tests</p>	<p>ELD Standards: 1—English as Social and Instructional Language; 2—English of Language Arts</p> <p>Program Type: Pull-Out EL</p> <p>Curr/Materials: Kindergarten-level <i>On Our Way to English</i> materials, mainstream classroom activities, sorts, matching activities. First-grade-level <i>On Our Way to English</i> materials, sorts, matching activities</p> <p>Instructional Strategies: SIOP, visual phonics, use of all four language modalities (reading, writing, listening, speaking) within instruction and practice, active participation</p> <p>Progress Monitoring: Letter/Sound identification check-ins, monitor mainstream theme test scores. 1/2:</p>	<p>ELD Standards: 1—English as Social and Instructional Language; 2—English of Language Arts</p> <p>Program Type: Monitor in Mainstream Classes</p> <p>Curr/Materials: Mainstream materials and curriculum</p> <p>Instructional Strategies: Mainstream strategies with EL assistance</p> <p>Progress Monitoring: Letter/Sound identification check-ins, monitor mainstream theme test scores.</p>	<p>ELD Standards: Grade Level Content Standards</p> <p>Program Type: Exit</p> <p>Curr/Materials: Mainstream materials and curriculum</p> <p>Instructional Strategies: Mainstream strategies</p> <p>Progress Monitoring: Mainstream Unit Tests</p>

			OWE Unit Tests		
3-5	60 min, 5 days/week	60 min, 5 days/week	60 min, 5 days/week	30 min, 5 days/week	Monitor only Exit, based on ROCORI service plan
*3rd Grade On our Way to English materials are used in grades 3-5.	<p>ELD Standards: 1—English as Social and Instructional Language; 2—English of Language Arts</p> <p>Program Type: Pull-Out EL</p> <p>Curr/Materials: Third-grade-level <i>On Our Way to English</i> materials, sorts, matching activities.</p> <p>Instructional Strategies: SIOP, visual phonics, use of all four language modalities (reading, writing, listening, speaking) within instruction and practice, active participation</p> <p>Progress Monitoring: OWE Unit Tests</p>	<p>ELD Standards: 1—English as Social and Instructional Language; 2—English of Language Arts</p> <p>Program Type: Pull-Out EL</p> <p>Curr/Materials: Third-grade-level <i>On Our Way to English</i> materials, sorts, matching activities.</p> <p>Instructional Strategies: SIOP, visual phonics, use of all four language modalities (reading, writing, listening, speaking) within instruction and practice, active participation</p> <p>Progress Monitoring: OWE Unit Tests</p>	<p>ELD Standards: 1—English as Social and Instructional Language; 2—English of Language Arts</p> <p>Program Type: Pull-Out EL</p> <p>Curr/Materials: Third-grade-level <i>On Our Way to English</i> materials, sorts, matching activities.</p> <p>Instructional Strategies: SIOP, visual phonics, use of all four language modalities (reading, writing, listening, speaking) within instruction and practice, active participation</p> <p>Progress Monitoring: OWE Unit Tests</p>	<p>ELD Standards: 1—English as Social and Instructional Language; 2—English of Language Arts</p> <p>Program Type: Monitor in Mainstream Classes</p> <p>Curr/Materials: Mainstream materials and curriculum</p> <p>Instructional Strategies: Mainstream strategies with EL assistance</p> <p>Progress Monitoring: Monitor mainstream theme test scores.</p>	<p>ELD Standards: Grade level content standards</p> <p>Program Type: Exit</p> <p>Curr/Materials: Mainstream curriculum and materials</p> <p>Instructional Strategies: Mainstream strategies</p> <p>Progress Monitoring: Mainstream Unit Tests</p>
Middle School Grades 6-8	180 minutes per day	Sheltered English Course and Structured EL Support 120 minutes per day	60 minutes per day	60 minutes per day	Monitor only Exit, based on ROCORI service plan
	<p>ELD Standards: 1- English as Social and Instructional Language; 2- English of Language Arts</p> <p>Program Type: Pull-out EL</p>	<p>ELD Standards: 1- English as Social and Instructional Language; 2- English of Language Arts</p> <p>Program Type: Pull-out EL</p>	<p>ELD Standards: 1- English as Social and Instructional Language; 2- English of Language Arts</p> <p>Program Type: Pull-out EL</p>	<p>ELD Standards: 1- English as Social and Instructional Language; 2- English of Language Arts</p> <p>Program Type: Pull-out EL</p>	<p>ELD Standards: Grade Level Content Standards</p> <p>Program Type: Monitor for 1-2 yrs</p>

	<p>Curr/Materials: <i>Oxford Picture Dictionary</i> Beginner Level and <i>High Point</i> Level 1 materials, conversation, writing and phonics activities</p> <p>Instructional Strategies: teacher / paraprofessional - led small groups for individual leveled attention; visual supports; active participation; and practice of all domains - reading, writing, speaking and listening</p> <p>Progress Monitoring: Vocabulary chapter tests through <i>Oxford Picture Dictionary</i> and other formative assessment tools</p>	<p>Curr/Materials: <i>Oxford Picture Dictionary</i> Beginner Level and <i>High Point</i> Level 2; <i>True Stories</i> level 2 materials, conversation, writing and phonics activities</p> <p>Instructional Strategies: teacher / paraprofessional - led small groups for individual leveled attention; visual supports; active participation; and practice of all domains - reading, writing, speaking and listening</p> <p>Progress Monitoring: Vocabulary chapter tests through <i>Oxford Picture Dictionary</i> and other formative assessment tools</p>	<p>Curr/Materials: <i>Academic Vocabulary Toolkit</i>; <i>Pearson's Reality Central</i> grades 7-9; <i>mainstream classroom activities</i> such as <i>History Day</i></p> <p>Instructional Strategies: interactive vocabulary and writing development; grammar, spelling and usage stemming from their writing; active participation and practice of all domains - reading, writing, speaking and listening</p> <p>Progress Monitoring: Vocabulary Pre and post-tests and comprehension questions after reading fiction or nonfiction selection</p>	<p>Curr/Materials: <i>Academic Vocabulary Toolkit</i>; <i>Pearson's Reality Central</i> grades 7-9; <i>mainstream classroom activities</i> such as <i>History Day</i></p> <p>Instructional Strategies: interactive vocabulary and writing development; grammar, spelling and usage stemming from their writing; active participation and practice of all domains - reading, writing, speaking and listening</p> <p>Progress Monitoring: Vocabulary Pre and post-tests and comprehension questions after reading fiction or nonfiction selection</p>	<p>Curr/Materials: Mainstream materials and curriculum</p> <p>Instructional Strategies: Mainstream strategies</p> <p>Progress Monitoring: Mainstream; EL teacher monitors course grades and addresses concerns raised at grade-level meetings to suggest differentiation and scaffolds</p>
High School Grades 9-12	210 minutes per day	Sheltered English Course, Structured EL Support, and one co-taught content area course 210 minutes per day	70 minutes per day	70 minutes per day	Monitor only Exit, based on ROCORI service plan
	<p>ELD Standards: 1- English as Social and Instructional Language: 2- English of Language Arts</p> <p>Program Type: Pull-out EL</p>	<p>ELD Standards: 1- English as Social and Instructional Language: 2- English of Language Arts</p> <p>Program Type: Pull-out EL</p>	<p>ELD Standards: 1- English as Social and Instructional Language: 2- English of Language Arts</p> <p>Program Type: Pull-out EL</p>	<p>ELD Standards: 1- English as Social and Instructional Language: 2- English of Language Arts</p> <p>Program Type: Pull-out EL</p>	<p>ELD Standards: Grade Level Content Standards</p> <p>Program Type: Monitor for 1 to 2 years</p>

	<p>Curr/Materials: <i>Oxford Picture Dictionary</i> Beginner Level and <i>High Point</i> Level 1 materials, conversation, writing and phonics activities</p> <p>Instructional Strategies: teacher / paraprofessional-small groups for individual leveled attention; visual supports; active participation; and practice of all domains - reading, writing, speaking and listening</p> <p>Progress Monitoring: Vocabulary chapter tests through <i>Oxford Picture Dictionary</i></p>	<p>Curr/Materials: <i>Oxford Picture Dictionary</i> Beginner Level and <i>High Point</i> Level 2; <i>True Stories</i> level 2 materials, conversation, writing and grammar supplemental activities.</p> <p>Instructional Strategies: teacher / paraprofessional-led small groups for individual leveled attention; visual supports; active participation; and practice of all domains - reading, writing, speaking and listening</p> <p>Progress Monitoring: Vocabulary chapter tests through <i>Oxford Picture Dictionary</i>.</p>	<p>Curr/Materials: <i>Academic Vocabulary Toolkit</i>; <i>Pearson's Reality Central</i> grades 7-9; novels including <i>The Outsiders</i> and <i>The House on Mango Street</i></p> <p>Instructional Strategies: interactive vocabulary and writing development; grammar, spelling and usage stemming from their writing; active participation and practice of all domains - reading, writing, speaking and listening</p> <p>Progress Monitoring: Vocabulary Pre and post-tests and comprehension questions after reading fiction or nonfiction selection</p>	<p>Curr/Materials: <i>Academic Vocabulary Toolkit</i>; <i>Pearson's Reality Central</i> grades 7-9; novels including <i>The Outsiders</i> and <i>The House on Mango Street</i></p> <p>Instructional Strategies: interactive vocabulary and writing development; grammar, spelling and usage stemming from their writing; active participation and practice of all domains - reading, writing, speaking and listening</p> <p>Progress Monitoring: Vocabulary Pre and post-tests and comprehension questions after reading fiction or nonfiction selection</p>	<p>Mainstream materials and curriculum</p> <p>Instructional Strategies: Mainstream strategies</p> <p>Progress Monitoring: Mainstream; EL teacher monitors course grades and addresses concerns raised at grade-level meetings to suggest differentiation and scaffolds</p>
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Instruction: Instruction for EL's in ROCORI Public Schools takes many forms. EL teachers, along with classroom teachers, teacher assistants, media specialists, music-, physical education-, and art teachers, special education staff, multicultural liaison, and volunteers all provide instruction to EL students.

Many EL students receive the greater part of their instruction in the general education classroom. Classroom teacher accommodations, collaboration with EL teachers, pullout by EL teachers and co-taught classes are some of the instructional approaches that support the learning of EL students.

EL teachers focus instruction on language acquisition, moving from Basic Interpersonal Communicative Skills to Cognitive Academic Language Proficiency as students' progress. Pullout (from the general education classroom) models allow for EL students to use their English skills at or above their proficiency level with support in situations where they are comfortable. Classroom and EL teachers collaborate on instruction designed to meet content and language objectives for ELs in the mainstream.

Responsibilities of the EL teacher extend beyond direct instruction, consultation and scheduling. Those responsibilities include:

- *TESTING*: Administration, evaluation of the entrance and exit criteria testing, and for the consultation regarding the administration of all state and federal mandated tests.
- *REFERRAL TO RTI*: participation as a team member when an EL student is referred to Response to Intervention Team (RTI).
- *PROGRESS REPORTS/CONFERENCES*: Attendance at parent conferences. Student EL files for each student are updated at the end of the year.
- *COMMUNICATION*: Communication with staff and families on a regular basis. Often act as liaison between family and school. Consultation with teaching staff to schedule, in-service on need for accommodations, monitor progress, share materials, etc.
- *SUPERVISION*: Supervise Teachers' Assistants
- *INSTRUCTIONAL MANAGEMENT*: Send communications to families, order instructional supplies, etc.

EL curriculum and curriculum implementation:

ROCORI Public Schools uses Minnesota state content standards and WIDA national standards in our instructional design for English Learners.

As the district moves towards a more collaborative model of EL instruction, appropriate classroom materials for EL's will be increasingly important. When a content area of instruction is reviewed with the district curriculum review process, the EL curriculum be aligned and included in this process and outcome.

Teachers in the areas of English, Math, Science, and Social Studies also differentiate curricula to meet the content-knowledge and academic language needs of English Learners. Much of the instructional materials used in the classes are modified to meet student needs and instructional standards.

Immigrant Family Bilingual/Bi-Cultural Liaison Support:

The district employs one bilingual/bi-cultural liaison fluent in Spanish. The liaison is in contact with the students, families and staff on a daily basis to facilitate and enhance the home-school connection. The staff makes use of the liaison to relay educational information via phone calls and materials in the primary language. The liaison goes with new families to register incoming students, assist with Early Childhood screenings, Special Ed assessments and Parent/Teacher conferences. Liaisons and staff organize informational events for families in which the home languages are spoken rather than English-only. Liaisons make home visits, when needed, and assist the schools and families whenever an interpreter is required. Our district also has staff fluent in Spanish.