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# ENGLISH LEARNER (EL) DISTRICT PLAN

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FREMONT COUNTY SCHOOL DISTRICT #38  
ARAPAHOE SCHOOLS

**2024 - 2025 School Year**

District Certified Staff  
Darci Holbert, EL Coordinator/Teacher

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## Home Language Survey (HLS)

The HLS consists of five questions on a survey contained within the Fremont County School District #38 (FCSD#38) Student Registration Form and is filled out by the parent or guardian when a student is registered. (See HLS template in appendix.)

The survey questions include:

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

Spanish and Arapaho versions of the Home Language Survey are available at the registrar's office. (See HLS templates in appendix.) Assistance will be provided by the registrar and/or EL staff as needed for parents who require translation/interpretation assistance of languages of Spanish and Arapaho will be provided via a translator immediately. Parents who come into the school requesting assistance in languages other than Spanish or Arapaho will receive assistance via Google Translate on the spot; however, the EL coordinator will immediately reach out to another district for assistance to provide acceptable qualified translation of the HLS to the parents assisted with Google Translate. The EL Coordinator accesses Home Language Surveys online through PowerSchool Enrollment and reviews each HLS.

If any of the questions are answered with a non-English language or if there are questions regarding the answers submitted on the HLS, the student is considered a "Potential EL" and a follow-up family interview with the person who filled out the HLS is completed to ensure the validity of the data from the HLS prior to administering the screener. (See follow up home language survey family interview template in appendix.) If necessary, follow up will also be conducted with the student's teacher. Documentation of the review is kept in the student's cumulative folder.

## EL Proficiency Screener

If the HLS and/or the follow-up interview indicate that a language other than English is the student's primary language, an English Language Proficiency Screening assessment is administered. FCSD#38 uses the WIDA Screener for Kindergarten and the WIDA Screener. First-semester kindergarteners take only the listening and speaking domains of the WIDA Screener for Kindergarten. Second-semester kindergarteners and first-semester first-graders complete all four domains of the WIDA Screener for Kindergarten. A composite score at or above 5.5 is considered English proficient in the WIDA Screener for Kindergarten. Second-semester first-graders through twelfth-graders take the WIDA Screener. A WIDA Screener composite score at or above 4.5 is considered proficient. FCSD#38 staff will

administer the EL proficiency screener within the first 30 days of the start of the school year and within 14 days if the student enrolls during the school year. The EL Coordinator has been trained and certified to administer the screener. Certification is completed annually. A hard copy of the screener result is kept in the student's EL File located in the EL Coordinator's office. Another hard copy is placed in the student's cumulative file located in the Registrar's office.

## **Parent Notification**

If a student does not test English proficient on the screener, s/he is an Active EL.

Parents/guardians of Active ELs are notified by mail within 30 days of the start of the school year or 14 days during the school year after identification of an EL student of their student's EL status. Parent notification is completed through the English Learner Parent Notification letter, which is sent out by the EL Coordinator. (See English Learner Parent Notification letter template in appendix.)

The notification letter includes the reasons the student was identified; the student's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; methods of instruction used in the program in which the student is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction; how the program will meet the educational needs of the student; how such program will specifically help the student learn English and meet age-appropriate academic achievements standards for grade promotion and graduation; specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program); how the program meets the objectives of the student's IEP (if applicable); and information pertaining to parental rights including the right to refuse services or have their student immediately removed from such program upon their request, the right to decline to enroll their student in such a program or to choose another program or method of instruction if available.

If a student tests English proficient on the screener, s/he is not an Active EL and does not qualify for EL services. Parents will be notified. (See Parent Notification of Screened English Proficient letter template in appendix.)

Parents/guardians may refuse EL services by "declining" services as described in the English Learner Parent Notification letter. Refusal of services is entered in PowerSchool by the EL Coordinator with the refusal date. Parents will be notified that even though they have declined services for their child, the student will be considered an Active EL and is required to take the ACCESS for ELLs in the spring of each year until a proficient score is obtained. Support will be provided to ELs as needed to ensure students have access to a meaningful education when parents have declined services.

## **Language Instruction Educational Programs (LIEPS)**

FCSD#38 offers an ESL Push-in and Pull-out program with an ESL certified teacher. Push-in involves the ESL teacher working inside the student's regular education classroom to provide instruction. The push-in method of instruction keeps EL students in the mainstream classroom instead of pulling them out, which helps them feel like a part of their learning community. Pull-out consists of the ESL teacher pulling students out of their general education classes to work with the ESL teacher either one-on-one or in a small-group setting. This provides more individualized support, flexible group opportunities for enhanced student support, and the ability for the ESL teacher to more closely assess a student's program. The EL Coordinator also works with general classroom teachers (K-8) to use sheltered instruction techniques when an EL is enrolled in their class as an extra support for ELs. At Arapaho Charter High School, if an EL Pull-out class doesn't fit into an EL's schedule and push-in services aren't feasible, sheltered instruction is the LIEP used. Sheltered instruction facilitates student access to content concepts and promotes the development of academic English. Instructional techniques of sheltered instruction include teachers modifying their use of English by adjusting the language demands of instruction, modifying their speech rate and tone; simplifying vocabulary and grammar; repeating keywords, phrases, or concepts; using context clues and models extensively; relating instruction to students' background knowledge and experience; and using methods of language instruction such as demonstrations, visuals, graphic organizers, or cooperative work.

## **Accommodations and Designated Supports**

Accommodations, modifications, and supports are implemented to make essential learning accessible to ELs. These supports are determined by the student's Individual English Learner Plan (IELP) team and are documented in the student's IELP. (See IELP template in appendix.) The IELP team includes EL staff, general education classroom teachers, SPED staff if the student has an IEP, and other staff which might include principals and counselors. If a student qualifies for EL services and Special Education services, the student will receive services in both areas. IEP teams for ELs with disabilities will include a member of the EL staff.

Classroom supports can include instructional accommodations, environment and setting accommodations, formative classroom assessment accommodations, and modifications of assignments and assessments. Supports used are based on the student's individual needs.

ELs are required to participate in district and state assessments and to meet the same state learning standards established for all students. ELs can use supports and accommodations for WY-TOPP assessments, and these supports and accommodations must be entered into TIDE. A student who has been enrolled in a U.S. school for less than a year as of the start of the WY-TOPP operational administration, and qualifies as an Active EL, is exempt from taking the English Language Arts portion of the WY-TOPP provided the student participates in the

ACCESS for ELLs. In this situation, an exemption would need to be approved by the Wyoming Department of Education.

All active ELs are required to complete the ACCESS for ELLs test. Linguistic accommodations are not allowed on ACCESS tests, but non-linguistic accommodations are allowed when they are documented in the student's IEP or 504 plan and do not compromise the validity of the test. Some accommodations must be pre-selected in WIDA AMS.

## Measuring Progress and Achieving English Proficiency Criteria

ACCESS for ELLs is the primary source used to measure progress towards English proficiency for active EL. For active ELs or ELs in monitoring transferring into Fremont#38, all available options and methods will be used to obtain ACCESS reports, IELPs, and monitoring records from other districts. Active EL's progress is documented on their IELP. The IELP documents information and data, including strengths and weaknesses of the student, report card data including attendance and grades, student growth trajectory, annual language goals, instructional programs/supports/strategies, accommodations, and post-secondary needs and proposed course of study. The IELP also records the following data:

- WY-TOPP scores (reading, writing, math, and science depending on grade level)
  - Interim (K-10) (K-2 Interim is Spring only)
  - Summative (3-10)
- ACT scores (11/12 when applicable)
- DIBELS (K-5)
- Fastbridge (reading and math) (K-12)
- WIDA CanDO Descriptors (based on previous screener or ACCESS test K-12)

## Exit Criteria

ACCESS for ELLs is administered each spring to all Active ELs (this includes ELs whose parents/guardians 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. When a student meets exit criteria, a parent/guardian letter of notification is sent. (See appendix for Parent Notification Year-One Monitor letter template.)

## Monitoring

When a student exits the EL program, the student will be monitored for four years. FCSD#38 has a monitoring form for Year 1, 2, 3, and 4 of monitoring status. (See Post-Exit EL Monitoring Form example templates in appendix.) The EL Monitoring Form is filled out quarterly at the building where ELs are enrolled by classroom teachers and then is returned to the EL Coordinator for review. It includes WYTOPP results for reading, math, science and writing depending on current grade level, attendance information, current grades, any special services that are provided at the building level, and teacher observations and comments. If a student is struggling, the EL coordinator, classroom teacher(s), and other staff involved with the EL student will review all information and determine if the student needs to be rescreened. The original and copies of the Post-Exit EL Monitoring Form are filed at the end of each school year and/or when an EL transfers schools. One copy is kept in the student's EL

file and another is housed in the student's cumulative file. The EL Coordinator is responsible for notifying parents that their student has exited Active EL status and will now be monitored for four years. (See example letter in appendix.)

## Program Evaluation

FCSD#38 evaluates the overall EL program success by students' progress with academic content (WY-TOPP and ACT scores) and their progress with English proficiency (ACCESS for ELLs scores). FCSD#38 utilizes data to determine the percentage of students attaining English proficiency to make adjustments to its LIEPS, instructional methods, etc., if it is determined that the program as implemented is not successful. A program evaluation meeting is held each fall. Invitees include the curriculum director, the federal grants director, and building principals.

## Parent and Family Engagement

FCSD#38 values the engagement of parents and families in the education of our ELs. Each building (Arapahoe Elementary School, Arapahoe Middle School, and Arapaho Charter High School) schedules an EL event in the early fall. During this time, EL families and students come to learn more about LIEPs provided, how these LIEPs meet the specific needs of their student(s), meet other EL families, and gain information about what they can do at home to partner with what is happening at school in a combined effort to help their student(s) become English proficient and succeed in our district. Part of the EL event also centers around filling out the student's IELP and making goals for the current school year.

The EL Coordinator coordinates the scheduling of the yearly EL event with the EL families and school staff and invites participants. While the goal is to meet on campus as a group, the location and time of these meetings might vary based on the needs and availability of the EL families. If a family isn't able to attend the building EL event, an individual family meeting will be scheduled. When an EL enrolls in the district mid-year, a separate EL event will be scheduled for that student and their family.

## Teacher English Fluency Certification

**Those born in the United States or other English speaking countries who state that their first language is English:**

1. A college degree from a college or university where the language of instruction is English; and
2. Teacher certification in the United States

**Those whose first language is NOT English:**

1. A proficient level score on the Test of English as a Foreign Language (TOEFL) 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.

The birth certificate may be required in this situation.

The business manager and/or HR Specialist verify college transcripts and teaching certificates at the time a contract is created for the teacher to sign. Teachers are also required to fill out an I-9, which verifies their citizenship.

## **Consultation**

FCSD#38 provides several different opportunities for stakeholders to provide input and feedback for EL programming. The District EL Plan is shared with parents at EL events. During EL events, parents are given time to ask questions and provide feedback and suggestions of the LIEPs their student(s) is participating in. The ESL teacher/EL Coordinator and the Federal Grants Manager meet regularly. Information garnered during these meetings are shared with parents when appropriate to further increase family engagement/partnership. The Curriculum Director, Federal Grants Director, and Principals provide feedback and suggestions regarding the EL program during the annual EL Program Evaluation meeting. This District EL Plan is provided to each administrator in the district and is available on the district's website to ensure consistency in programming/services/process for all ELs.

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## Fremont County School District 38

### 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 38 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



## Fremont County School District 38

### Hoto'owu Heenetiit Notoninee (Home Language Survey)

Neyei3eihii hiniisih'iit (Student Name): \_\_\_\_\_

Cebii'ooniisi" (Birth Date) : \_\_\_\_\_

Heniineihii Hiniisih'iit (Parent/Guardian Name):

\_\_\_\_\_

Nenii'iinetiit (Address):

\_\_\_\_\_

Woteiku3o'oo (Telephone): \_\_\_\_\_

Hotou ou3ei (Grade): \_\_\_\_\_

1. Heeyou hei heeneetiit heyei'ii (What language(s) is (are) used in your home?)	
2. Heeyou heteiyonehe niito' hiniisiitono' heeneetiit (Which language did your child learn first?)	
3. Heeyou heeneetiiton heitonoun heenee'iihi' heyei'ii (Which language does your child use most frequently at home?)	

4. Heeyou heeneetiiton heitonouyoo heenee'iihi' heteiyonehe (Which language do you most frequently use with your child?)	
5. Heeyou nuhu heneetiit heibeet he'yoo hiitenii nii'itowoot nuhu neeyei3eino'owuu (In what language would you prefer to get information from the school?)	

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Neeneebelihii besyei beseeyei yoot  
(Parent or Guardian's Signature)

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Tou ou3  
(Date)

**Fremont School District #38**  
**Follow Up Home Language Survey Family Interview**

Date: \_\_\_\_\_ Interview Start and End Time: \_\_\_\_\_

Student: \_\_\_\_\_ WISER ID: \_\_\_\_\_ Grade: \_\_\_\_\_

Person Being Interviewed: \_\_\_\_\_

Relationship to Student: \_\_\_\_\_

- ☐ In Person Interview  
☐ Phone Interview

Person Conducting Interview: \_\_\_\_\_

Role in District: \_\_\_\_\_

Non-English Answered Home Language Survey Question:

- ☐ What language(s) is/are used in your home? \_\_\_\_\_
- ☐ Which language did your child first learn? \_\_\_\_\_
- ☐ Which language does your child use most frequently? \_\_\_\_\_
- ☐ Which language do you most frequently use with your child? \_\_\_\_\_
- ☐ In what language would you prefer to get information from the school? \_\_\_\_\_

Based on the interview, will the student be screened for English Proficiency?

- ☐ Yes  
☐ No

Signature(s): \_\_\_\_\_

**Fremont School District #38**  
**Follow Up Home Language Survey Family Interview**

1. What language(s) is/are spoken in the student's home or residence?  
\_\_\_\_\_
2. What is the student's history with English and/or another language?  
\_\_\_\_\_
3. How much English or another language does your child know?  
\_\_\_\_\_
4. Has your child qualified for EL services in the past?  
\_\_\_\_\_
5. How has your child been learning a language? What resources have been useful/necessary?  
\_\_\_\_\_
6. Who does your child live with, and what languages do they speak?  
\_\_\_\_\_

Other possible questions:

1. What things has your child been working on in language and what goals do they have?
2. What is your child's level of confidence or feelings (both past and present) towards the English language including how they feel about speaking it and studying it?
3. Does the child speak clearly at home?
4. Does the child read at home? Do they have reading difficulties? What language are the books in?
5. Where was the child born? / How long has the child lived in the US?
6. Are there individual or family circumstances that may explain certain student behaviors?
7. What are the child's hobbies and interests?
8. Tell me about your child. How would you describe them?
9. How does your child do with homework that they bring home? Do they struggle? Do you have concerns?
10. Did the child attend preschool? Where? What kind of program?
11. Has your child attended school outside of the US? Explain/describe.
12. Where has your child attended school in the US? Explain/describe.
13. How is your child's school attendance? Does the family take long vacations or return to their native country?

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**FREMONT COUNTY SCHOOL DISTRICT #38**

445 Little Wind River Bottom Road • Arapahoe, WY 82510

Phone: (307) 865-9333

**PARENT NOTIFICATION - SCREENED ENGLISH PROFICIENT**

(Date)

Dear Parent/Guardian of \_\_\_\_\_,

When you enrolled your child in school this year, you noted that he or she may use a language other than English on the home language survey. Based on this response and family interview, we are required to test your child's English language proficiency to determine if s/he is legally entitled to English Learner (EL) support services. We used this test to determine the best educational program placement for your child. We are required to inform you of the test results and our program recommendation.

Based on your child's test results, your child does not qualify for EL support services.

Your child's English language assessment scores are as follows:

<b>Listening</b>		<b>Reading</b>	
<b>Speaking</b>		<b>Writing</b>	
<b>Overall Score</b>			

Please call me at (307) 856-9333 ext. 3100 or email me at [darci.holbert@fremont38.com](mailto:darci.holbert@fremont38.com) if you would like to schedule a parent conference to discuss your child's results further.

Sincerely,

Darci Holbert  
EL Coordinator



## FREMONT COUNTY SCHOOL DISTRICT #38

445 Little Wind River Bottom Road • Arapahoe, WY 82510

Phone: (307) 865-9333

### English Learner Parent Notification

Date: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Student Name: \_\_\_\_\_ 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 [redacted] and **has been/was** identified as requiring services for English language. Your child's English skill was assessed with the: ☐ WIDA Screener for Kindergarten; ☐ WIDA Screener; or ☐ ACCESS for ELLs and received a composite score or scores of [redacted]. Scores lower than [redacted] qualify a child to **be placed/continue** in a language instruction educational program. **A score of 5.5 is considered proficient on the WIDA Screener for Kindergarten. A score of 4.5 is considered proficient on the WIDA Screener. A score of 4.6 and a literacy performance level of 4.6 on the ACCESS for ELLs is considered proficient.**

The four year adjusted co-hort graduation rate of English Learner students for the 2022-2023 school year was 0%. We have a traditional student who receives these supports and is on track to graduate; therefore, our future expected graduation rate will change to 50%. These numbers reflect the fact that the natural progression of Arapahoe Middle School 8th graders is to attend Riverton High School, not Arapaho Charter High School. The expected rate of exit from the EL program into a classroom not tailored for English learners is 5 years.

We offer the supports below to help improve your child's listening, speaking, reading and writing skills in English as well as support his or her academic needs. The Language Instruction Educational Program (LIEP) offered in our school consists of English as a Second Language (ESL). This is a program of techniques, methodology, and special curriculum designed to teach EL students explicitly about the English language, including the academic vocabulary needed to access content instruction, and to develop their English language proficiency in all four language domains (i.e., speaking, listening, reading, and writing). The ESL program uses both Push-in and Pull-out services. Push-in involves the ESL teacher working inside the students' regular education classroom to provide instruction. The push-in method of instruction keeps EL students in the mainstream classroom instead of pulling them out, which helps them feel like a part of their learning community. Pull-out consists of the ESL teacher pulling students out of their general education

classes to work with the teacher either one-on-one or in a small-group setting. Please note that if your child has a disability, his/her language program services are developed together with special education staff and they support your child's Individualized Education Program (IEP). [List how IEP objectives will be met here if applicable.](#)

Our goal is to help your child learn English and assist him/her in meeting the challenging state academic standards. Our teachers use a variety of strategies that include classroom accommodations, reading and math intervention, and sheltered instruction techniques. Your child's current academic status is [\[redacted\]](#). Other academic achievement data includes [\(WYTOPP, FastBridge, etc.\)](#)

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, 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.

You have the right to refuse English learner services for your child; however your child will still be identified as an active English learner and be required to participate in the ACCESS for ELLs assessment each year until proficiency is achieved.

If you would like to decline participation for your child, or discuss different options and supports offered, please contact Darci Holbert at the number below.

Sincerely,

Darci Holbert  
EL Coordinator  
[darci.holbert@fremont38.com](mailto:darci.holbert@fremont38.com)  
307.856.9333 ext. 3100



**FREMONT COUNTY SCHOOL DISTRICT #38**

445 Little Wind River Bottom Road • Arapahoe, WY 82510  
Phone: (307) 865-9333

## Individual English Learner Plan (IELP)

### Student and School Information

Student Name:

WISER ID:

Date of Birth:

Age:

Grade:

District Name:

School Name:

Date of IELP Meeting:

Date of Initial Meeting:

Years in EL Program:

### Strengths, Preferences/Interests, Educational & Language Concerns

#### Caregiver, Student, & Educator Perspective

Strengths:

Preferences/Interests:

Educational & Language Concerns (include any attendance, grades, courses, or other concerns):

### Present Levels of Language Performance & Academic Achievement

Describe the student's present levels of language performance and academic achievement affecting participation in learning activities in the general education classroom and any intervention settings (including special education, if applicable.) Include specific observed learning outcomes from last year's goals (if applicable) in each of the language domains (listening, speaking, reading, and writing.) Also include any observation data from student, parent, and educators.

### Student Growth Trajectory

First year student was identified as an Active English Learner.	
The grade student was identified as an Active English Learner.	
First Year Composite Performance Level (CPL determines projected years in program).	
Expected year student is anticipated to meet the ACCESS proficiency criteria and exit Active EL Status.	
First year scale score proficiency level.	
Projected grade student is expected to meet the ACCESS Proficiency Criteria and exit Active EL Status.	

## WIDA Screener and ACCESS for ELLs Test Result

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13
Date (Month/ Year)													
Composite Scale Score (CSS) Progress Target													
Student met CCS annual target?													

WIDA Assessment	Year	Performance Level							
		Listening	Speaking	Reading	Writing	Oral	Literacy	Comp.	Composite


WYTOPP	Date	Performance Level				
		ELA	Writing	Math	Science	Comments

ACT/ Work Keys	Date	ELA	Reading	Writing	Math	Science	ELA Comp.	STEM Comp.	Overall Comp.

Other Test Results (Test Name)	Date	Notes


Observational Data	Date	Notes

## Can Do Descriptor

At this level, you can expect the student will be able to...	
Listening Level ____	
Speaking Level ____	
Reading Level ____	
Writing Level ____	

## Measurable Annual Language Goals

Consider both CAN DO Descriptors above and the SMART criteria to write a measurable goal in each domain. In order to be measurable, each goal must include a baseline, target, and method of measurement.

Listening	
Speaking	
Reading	
Writing	
Learning	
Social	

## Instructional Program/Supports/Strategies

EL Program Model Used:

**Name of EL Program/s student participates is:**

- |  |  |
|--|--|
| <input type="checkbox"/> Push In                       | <input type="checkbox"/> Sheltered Instruction                   |
| <input type="checkbox"/> Dual Language Immersion (DLI) | <input type="checkbox"/> Transitional Bilingual Program          |
| <input type="checkbox"/> EL Class                      | <input type="checkbox"/> Structured English Immersion            |
| <input type="checkbox"/> Content Based ESL             | <input type="checkbox"/> Specially Designed Academic Instruction |
| <input type="checkbox"/> Heritage Language             | <input type="checkbox"/> Newcomer Class                          |
| <input type="checkbox"/> Native Language Literacy      | <input type="checkbox"/> Other                                   |
| <input type="checkbox"/> Co-Teacher                    |  |
| <input type="checkbox"/> Pull Out                      |  |

### Language Support Services

- ☐ Check here if parents OPT OUT of language services. Monitoring and Accommodations still occur.

Type of Language Support Service	Frequency	Duration	Location	Person(s) Responsible

### Classroom Accommodations and Modifications

Check each box for needed accommodations and modifications.

#### Instructional Accommodations

- ☐ Visuals (pictures, charts, graphs, etc.)

- ☐ Word-to-word dictionary
- ☐ Bilingual dictionaries
- ☐ Graphic organizers
- ☐ Colored screens, changing font, changing text size, etc.
- ☐ Read aloud (assignments)
- ☐ Extended time
- ☐ Rewording/simplification of instructions
- ☐ Frequent and multiple checks for understanding
- ☐ Other:

### **Environment and Setting Accommodations**

- ☐ Cooperative learning groups
- ☐ Proximity to teacher, white/interactive board, charts, posters, etc.
- ☐ Same language peers (if available), peer pairing, cooperative learning arrangements
- ☐ Other:
- ☐ Other:
- ☐ Other:

### **Formative Classroom Assessment Accommodations**

- ☐ Read aloud items and choices in math and science (consider not in ELA/social studies)
- ☐ Extended time
- ☐ Word-to-word dictionary
- ☐ Alternative format (visual cues, oral A&A, etc.)
- ☐ Colored screens, changing font, changing text size, etc.
- ☐ Other:
- ☐ Other:

### **Modifications of Assignments and Assessments**

- ☐ Shorten the length of the assignment or test
- ☐ Eliminate choices from multiple/ choice questions
- ☐ Underline key words or phrases
- ☐ Provide a word bank
- ☐ Provide notes in advance
- ☐ Use cloze versions
- ☐ Use sentence frames, paragraph frames and/or sentence stems
- ☐ Alternate student response (pictures, labels, connecting words to pictures)
- ☐ Other:

## Period Reports of Progress Toward Meeting IELP Goals:

To coincide at least once per grading period according to school schedule.

Date				
Data to support progress Note: Progress must be quantified by the method of measurement specified in the goal				
Describe progress Note: Narrative should be used to supplement data above				
	_____ Commenter Name	_____ Commenter Name	_____ Commenter Name	_____ Commenter Name
Student Comments				
Caregiver Comments				

## Accommodations/Designated Supports for Assessments

List the assessment accommodations/designated supports for the student simplified language, alternate mode, modified tests, written/oral alternatives, etc. that are used with fidelity.

Accommodation / Designated Support Description	ACCESS	WY-TOPP	WY-ALT	ACT	WorkKeys	Other
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Post-Secondary Needs and Proposed Course of Study

To help create schedules that align with graduation pathways and post-secondary goals.

Student's Post-Secondary Goal:

Graduation Pathway:

Special Considerations Not Already Noted:

## Individual English Learning (IEL) Considerations

Include all 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, interests and needs not included above. Parents and students may help in drafting this portion of the IEL Plan.

## Parental Notifications

Have parents been informed or involved in establishing the Title III targets and learning expectations? ☐ Yes ☐ No

Are parents included in supporting English language acquisition? ☐ Yes ☐ No

If included, are there specific strategies shared with parents to reinforce at home?

## Signature and Amendments

**English Language Coordinator:**

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Print Name	Title	Signature
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**Teacher:**

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Print Name	Title	Signature
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**Teacher:**

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Print Name	Title	Signature
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**School Counselor:**

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Print Name	Title	Signature
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**Parent/Guardian:**

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Print Name	Title	Signature
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**Parent/Guardian:**

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Print Name	Title	Signature
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**Other Attendee:**

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Print Name	Title	Signature
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**Other Attendee:**

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Print Name	Title	Signature
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## Amendments/Updates

Document amendments to the student's IELP.

Date of Meeting	Changes	Team Members Initials



## FREMONT COUNTY SCHOOL DISTRICT #38

445 Little Wind River Bottom Road • Arapahoe, WY 82510

Phone: (307) 865-9333

### PARENT NOTIFICATION - YEAR ONE MONITOR

(Date)

Dear Parent/Guardian of ( ),

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. During monitoring, your child will be evaluated based on his/her progress on report cards and various assessments such as WY-TOPP, DIBELS, etc.

Monitoring forms will be completed for the four years your child is in monitor status. At any time your child is observed to be struggling, an evaluation will be conducted by a Multi-Tiered Support System Team (MTSS) 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 your child's exit from EL services, please feel free to contact me using the information listed below.

Sincerely,

Darci Holbert  
EL Coordinator  
[darci.holbert@fremont38.com](mailto:darci.holbert@fremont38.com)  
(307) 856-9333 ext. 3100

## Post-Exit EL Monitoring Form (Elementary)

*Pages 1-2 and 7-9 are to be completed by the appropriate EL staff.*

Student Name			
Grade in 1st year of monitoring		Academic Year in 1st year of monitoring	

Classroom teacher (1st year of monitoring)		<i>The classroom teaching is responsible for completing this form at quarterly intervals and returning it to the EL Coordinator for review.</i>
Classroom teacher (2nd year of monitoring)		
Classroom teacher (3rd year of monitoring)		
Classroom teacher (4th year of monitoring)		
EL Coordinator		<i>The EL Coordinator is responsible for ensuring that this form is completed each quarter, reviewing the form after teacher input, and storing the report in the student's EL and cumulative file)</i>

Exiting ACCESS for ELLs Results:							
Listening	Speaking	Reading	Writing	Oral Language	Literacy	Comprehension	Overall

WYTOPP Results				
	Reading	Math	Science	Writing
1st Year of Monitoring				
2nd Year of Monitoring				
3rd Year of Monitoring				

4th Year of Monitoring				
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Is the student receiving any special services? If yes, describe the services:	
Year 1: Yes / No	
Year 2: Yes / No	
Year 3: Yes / No	
Year 4: Yes / No	

Report Card Results:								
	Year 1:				Year 2:			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Days Absent								
ELA								
Math								
Science								
Social Studies								
	Year 3:				Year 4:			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Days Absent								
ELA								
Math								
Science								
Social Studies								

Student Name: \_\_\_\_\_

Monitoring Year 1				
	Q1	Q2	Q3	Q4
Teacher's Initials:				

Rate the student's performance in each of the following areas: (1=never 2=seldom 3=sometimes 4=often 5=always)				
	Q1	Q2	Q3	Q4
1. The student completes assignments on-time.				
2. The student communicates effectively with teacher.				
3. The student participates effectively in class projects.				
4. The student participates effectively in class discussions.				
5. The student is able to work independently.				
6. The student attends class regularly.				
7. The student displays effort and enthusiasm in class.				
8. The student requires additional assistance with assignments.				
9. The student shows evidence of difficulty with language.				
10. The student has discipline problems that interfere with his/her academic progress.				

	Q1	Q2	Q3	Q4
Have EL strategies been implemented to respond to the language needs of the former EL?				
Do you recommend that this student be considered for reclassification as an EL?				

*If you have additional comments, write them below or attach them to this form when you return it to the EL Coordinator. Make sure you identify which monitoring year and quarter you are commenting on.*

Student Name: \_\_\_\_\_

Monitoring Year 2				
	Q1	Q2	Q3	Q4
Teacher's Initials:				

Rate the student's performance in each of the following areas: (1=never 2=seldom 3=sometimes 4=often 5=always)				
	Q1	Q2	Q3	Q4
1. The student completes assignments on-time.				
2. The student communicates effectively with teacher.				
3. The student participates effectively in class projects.				
4. The student participates effectively in class discussions.				
5. The student is able to work independently.				
6. The student attends class regularly.				
7. The student displays effort and enthusiasm in class.				
8. The student requires additional assistance with assignments.				
9. The student shows evidence of difficulty with language.				
10. The student has discipline problems that interfere with his/her academic progress.				

	Q1	Q2	Q3	Q4
Have EL strategies been implemented to respond to the language needs of the former EL?				
Do you recommend that this student be considered for reclassification as an EL?				

*If you have additional comments, write them below or attach them to this form when you return it to the EL Coordinator. Make sure you identify which monitoring year and quarter you are commenting on.*

Student Name: \_\_\_\_\_

Monitoring Year 3				
	Q1	Q2	Q3	Q4
Teacher's Initials:				

Rate the student's performance in each of the following areas: (1=never 2=seldom 3=sometimes 4=often 5=always)				
	Q1	Q2	Q3	Q4
1. The student completes assignments on-time.				
2. The student communicates effectively with teacher.				
3. The student participates effectively in class projects.				
4. The student participates effectively in class discussions.				
5. The student is able to work independently.				
6. The student attends class regularly.				
7. The student displays effort and enthusiasm in class.				
8. The student requires additional assistance with assignments.				
9. The student shows evidence of difficulty with language.				
10. The student has discipline problems that interfere with his/her academic progress.				

	Q1	Q2	Q3	Q4
Have EL strategies been implemented to respond to the language needs of the former EL?				
Do you recommend that this student be considered for reclassification as an EL?				

*If you have additional comments, write them below or attach them to this form when you return it to the EL Coordinator. Make sure you identify which monitoring year and quarter you are commenting on.*

Student Name: \_\_\_\_\_

Monitoring Year 4				
	Q1	Q2	Q3	Q4
Teacher's Initials:				

Rate the student's performance in each of the following areas: (1=never 2=seldom 3=sometimes 4=often 5=always)				
	Q1	Q2	Q3	Q4
1. The student completes assignments on-time.				
2. The student communicates effectively with teacher.				
3. The student participates effectively in class projects.				
4. The student participates effectively in class discussions.				
5. The student is able to work independently.				
6. The student attends class regularly.				
7. The student displays effort and enthusiasm in class.				
8. The student requires additional assistance with assignments.				
9. The student shows evidence of difficulty with language.				
10. The student has discipline problems that interfere with his/her academic progress.				

	Q1	Q2	Q3	Q4
Have EL strategies been implemented to respond to the language needs of the former EL?				
Do you recommend that this student be considered for reclassification as an EL?				

*If you have additional comments, write them below or attach them to this form when you return it to the EL Coordinator. Make sure you identify which monitoring year and quarter you are commenting on.*

Student Name: \_\_\_\_\_

*To be completed by EL staff.*

Monitoring Year 1				
	Q1	Q2	Q3	Q4
I have received and reviewed this form (EL staff member initials.)				

Complete the following items only if the information on this form indicates that the former EL is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former EL. (If the answer is "yes", describe the collaboration in the comments section.)		
Q1	Yes / No	Comments:
Q2	Yes / No	Comments:
Q3	Yes / No	Comments:
Q4	Yes / No	Comments:

Note: A student may not be recommended for reclassification if collaboration between the EL and classroom teacher has not taken place.

	Q1	Q2	Q3	Q4
I recommend that this student be reclassified as an EL.				
If a recommendation is made to reclassify, have parents been notified?	Yes		No	

Monitoring Year 2				
	Q1	Q2	Q3	Q4
I have received and reviewed this form (EL staff member initials.)				

Complete the following items only if the information on this form indicates that the former EL is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former EL. (If the answer is "yes", describe the collaboration in the comments section.)		
Q1	Yes / No	Comments:
Q2	Yes / No	Comments:

Q3	Yes / No	Comments:
Q4	Yes / No	Comments:

Note: A student may not be recommended for reclassification if collaboration between the EL and classroom teacher has not taken place.

	Q1	Q2	Q3	Q4
I recommend that this student be reclassified as an EL.				
If a recommendation is made to reclassify, have parents been notified?	Yes		No	

Monitoring Year 3				
	Q1	Q2	Q3	Q4
I have received and reviewed this form (EL staff member initials.)				

Complete the following items only if the information on this form indicates that the former EL is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former EL. (If the answer is "yes", describe the collaboration in the comments section.)		
Q1	Yes / No	Comments:
Q2	Yes / No	Comments:
Q3	Yes / No	Comments:
Q4	Yes / No	Comments:

Note: A student may not be recommended for reclassification if collaboration between the EL and classroom teacher has not taken place.

	Q1	Q2	Q3	Q4
I recommend that this student be reclassified as an EL.				
If a recommendation is made to reclassify, have parents been notified?	Yes		No	

Monitoring Year 4				
	Q1	Q2	Q3	Q4
I have received and reviewed this form (EL staff member initials.)				

Complete the following items only if the information on this form indicates that the former EL is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former EL. (If the answer is "yes", describe the collaboration in the comments section.)		
Q1	Yes / No	Comments:
Q2	Yes / No	Comments:
Q3	Yes / No	Comments:
Q4	Yes / No	Comments:

Note: A student may not be recommended for reclassification if collaboration between the EL and classroom teacher has not taken place.

	Q1	Q2	Q3	Q4
I recommend that this student be reclassified as an EL.				
If a recommendation is made to reclassify, have parents been notified?	Yes		No	

## Post-Exit EL Monitoring Form (Secondary)

*Pages 1-2 and 7 are to be completed by the appropriate EL staff.*

Student Name					
Grade Level in 1st Year of Monitoring		Academic Year in 1st Year of Monitoring		Current Monitoring Year (1, 2, 3, 4)	

Name of Language Arts Teacher		<i>The classroom teaching is responsible for completing this form at quarterly intervals and returning it to the EL Coordinator for review.</i>
Name of Mathematics Teacher		
Name of Science Teacher		
Name of Social Studies Teacher		
EL Coordinator		<i>The EL Coordinator is responsible for ensuring that this form is completed each quarter, reviewing the form after teacher input, and storing the report in the student's EL and cumulative file)</i>

Exiting ACCESS for ELLs Results:							
Listening	Speaking	Reading	Writing	Oral Language	Literacy	Comprehension	Overall

WYTOPP Results				
	Reading	Math	Science	Writing
1st Year of Monitoring				
2nd Year of Monitoring				
3rd Year of Monitoring				
4th Year of Monitoring				

Is the student receiving any special services? If yes, describe the services:	
Yes / No	

Report Card Results								
	Q1	Comments	Q2	Comments	Q3	Comments	Q4	Comments
ELA								
Math								
Science								
Social Studies								

Student Name: \_\_\_\_\_ Monitoring Year \_\_\_\_\_

Language Arts				
	Q1	Q2	Q3	Q4
Teacher's Initials:				

Rate the student's performance in each of the following areas: (1=never 2=seldom 3=sometimes 4=often 5=always)				
	Q1	Q2	Q3	Q4
1. The student completes assignments on-time.				
2. The student communicates effectively with teacher.				
3. The student participates effectively in class projects.				
4. The student participates effectively in class discussions.				
5. The student is able to work independently.				
6. The student attends class regularly.				
7. The student displays effort and enthusiasm in class.				
8. The student requires additional assistance with assignments.				
9. The student shows evidence of difficulty with language.				
10. The student has discipline problems that interfere with his/her academic progress.				

	Q1	Q2	Q3	Q4
Have EL strategies been implemented to respond to the language needs of the former EL?				
Do you recommend that this student be considered for reclassification as an EL?				

*If you have additional comments, write them below or attach them to this form when you return it to the EL Coordinator. Make sure you identify which monitoring year and quarter you are commenting on.*

Student Name: \_\_\_\_\_ Monitoring Year \_\_\_\_\_

Math				
	Q1	Q2	Q3	Q4
Teacher's Initials:				

Rate the student's performance in each of the following areas: (1=never 2=seldom 3=sometimes 4=often 5=always)				
	Q1	Q2	Q3	Q4
1. The student completes assignments on-time.				
2. The student communicates effectively with teacher.				
3. The student participates effectively in class projects.				
4. The student participates effectively in class discussions.				
5. The student is able to work independently.				
6. The student attends class regularly.				
7. The student displays effort and enthusiasm in class.				
8. The student requires additional assistance with assignments.				
9. The student shows evidence of difficulty with language.				
10. The student has discipline problems that interfere with his/her academic progress.				

	Q1	Q2	Q3	Q4
Have EL strategies been implemented to respond to the language needs of the former EL?				
Do you recommend that this student be considered for reclassification as an EL?				

*If you have additional comments, write them below or attach them to this form when you return it to the EL Coordinator. Make sure you identify which monitoring year and quarter you are commenting on.*

Student Name: \_\_\_\_\_ Monitoring Year \_\_\_\_\_

Science				
	Q1	Q2	Q3	Q4
Teacher's Initials:				

Rate the student's performance in each of the following areas: (1=never 2=seldom 3=sometimes 4=often 5=always)				
	Q1	Q2	Q3	Q4
1. The student completes assignments on-time.				
2. The student communicates effectively with teacher.				
3. The student participates effectively in class projects.				
4. The student participates effectively in class discussions.				
5. The student is able to work independently.				
6. The student attends class regularly.				
7. The student displays effort and enthusiasm in class.				
8. The student requires additional assistance with assignments.				
9. The student shows evidence of difficulty with language.				
10. The student has discipline problems that interfere with his/her academic progress.				

	Q1	Q2	Q3	Q4
Have EL strategies been implemented to respond to the language needs of the former EL?				
Do you recommend that this student be considered for reclassification as an EL?				

*If you have additional comments, write them below or attach them to this form when you return it to the EL Coordinator. Make sure you identify which monitoring year and quarter you are commenting on.*

Student Name: \_\_\_\_\_ Monitoring Year \_\_\_\_\_

Social Studies				
	Q1	Q2	Q3	Q4
Teacher's Initials:				

Rate the student's performance in each of the following areas: (1=never 2=seldom 3=sometimes 4=often 5=always)				
	Q1	Q2	Q3	Q4
1. The student completes assignments on-time.				
2. The student communicates effectively with teacher.				
3. The student participates effectively in class projects.				
4. The student participates effectively in class discussions.				
5. The student is able to work independently.				
6. The student attends class regularly.				
7. The student displays effort and enthusiasm in class.				
8. The student requires additional assistance with assignments.				
9. The student shows evidence of difficulty with language.				
10. The student has discipline problems that interfere with his/her academic progress.				

	Q1	Q2	Q3	Q4
Have EL strategies been implemented to respond to the language needs of the former EL?				
Do you recommend that this student be considered for reclassification as an EL?				

*If you have additional comments, write them below or attach them to this form when you return it to the EL Coordinator. Make sure you identify which monitoring year and quarter you are commenting on.*

Student Name: \_\_\_\_\_ Monitoring Year \_\_\_\_\_

*To be completed by EL staff.*

	Q1	Q2	Q3	Q4
I have received and reviewed this form (EL staff member initials.)				

Complete the following items only if the information on this form indicates that the former EL is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former EL. (If the answer is "yes", describe the collaboration in the comments section.)		
Q1	Yes / No	Comments:
Q2	Yes / No	Comments:
Q3	Yes / No	Comments:
Q4	Yes / No	Comments:

Note: A student may not be recommended for reclassification if collaboration between the EL and classroom teacher has not taken place.

	Q1	Q2	Q3	Q4
I recommend that this student be reclassified as an EL.				
If a recommendation is made to reclassify, have parents been notified?	Yes		No	

Additional Recommendation(s):



## **FREMONT COUNTY SCHOOL DISTRICT #38**

445 Little Wind River Bottom Road • Arapahoe, WY 82510

Phone: (307) 865-9333

### **PARENT NOTIFICATION - MONITOR YEAR (2-4)**

(date)

Dear Parent/Guardian of ( ),

Your child scored proficient on the spring (**YR**) ACCESS for ELLs English Language Proficiency Assessment, along with the Literacy Proficiency requirement and 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 achieved the needed level of English proficiency to advance in mainstream classroom academics without additional English language support services.

Because your child exited the EL program, he or she will no longer participate in our EL services; however, your child will be monitored for four years after exit to ensure he or she is meeting challenging state academic standards. Your child will be monitored using various assessments such as classroom grades, teacher observation, WY-TOPP, DIBELS, etc. This is currently your child's (2/3/4) year of monitoring.

Monitoring forms will be completed to evaluate your child's progress. At any time your child is observed to be struggling, an evaluation will be conducted by a Multi-Tiered Support System Team (MTSS) 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 using the information listed below.

Sincerely,

Darci Holbert  
EL Coordinator  
[darci.holbert@fremont38.com](mailto:darci.holbert@fremont38.com)  
(307) 856-9333 ext. 3100