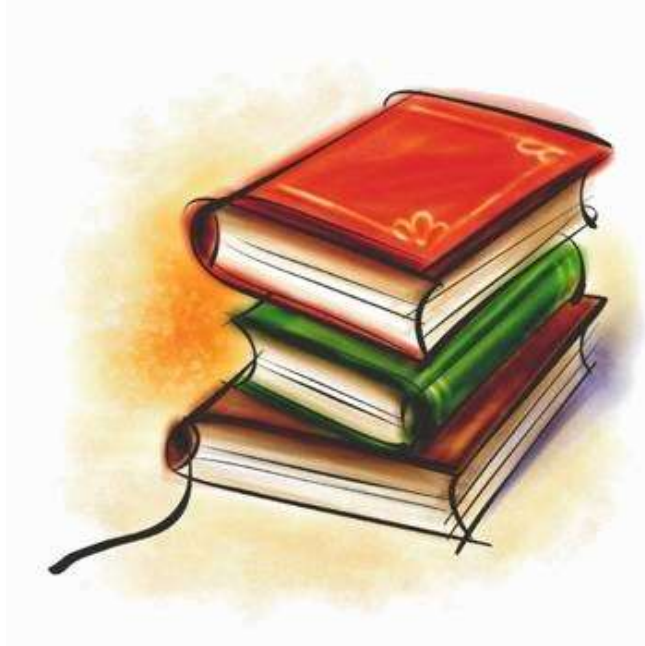


English Learner



Program Handbook Jamestown Public Schools

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Jamestown Public School Mission and Vision

Mission:

"Engaging students with challenging and innovative experiences to prepare them for future success."

Vision:

Jamestown Public Schools supports a safe, educationally rigorous, and collaborative environment. Our vision is to prepare students for tomorrow's challenges by practicing skills such as collaboration, communication, creativity, and critical thinking. We believe all students should have personalized, authentic experiences that integrate with the community for meaningful learning. As an essential contributor to the growth of our student's intellectual, social, and personal well-being, we will positively impact our community and society.

Values:

The Jamestown Public Schools value strong relationships between and among students, staff, parents, and the community. By engaging students with a rigorous and relevant curriculum, we will deliver a high quality of instruction by leveraging innovative experiences. Through the support of our community, *"Learning for All"* will be the central value that guides our efforts to meet the Mission and Vision of our school district.



Jamestown Public School English Learner Policy (Descriptor Code: GABAA)

It is the policy of the Jamestown Public School District to provide the appropriate educational services as required by law. Students are guaranteed equal educational opportunities regardless of race, color, religion, gender, national origin, ancestry, disability, age, or other status protected by law. Students identified as lacking the necessary language proficiency to learn and interact in the classroom will be provided necessary services.

The District provides appropriate educational services and parity in programs/services/resources provided to students who are English Learners (EL). The District has developed a plan that describes the process of identifying and assessing students who are EL. The plan is consistent with state and federal requirements.

The plan includes a procedure for ensuring participation by identified students in state mandated assessments and a description of the methods used to assist with language proficiency and academic achievement, including a description of the instructional model chosen, method of developing individual student instructional plans, teacher assessment, instructional planning, parental involvement, and program exit criteria. The plan assures that an endorsed EL teacher will provide the instructional services in the EL program and that an Individual Language Plan (ILP) will be written and monitored annually to ensure that the needs (academic content and language) of the EL students are being met.

Parents or guardians of EL students will be notified upon identification and be informed of student's needs, services available, and annual progress in English and academic achievement. Parents or guardians will be communicated with, to the extent practicable, in a language that they can understand.

Communication (Descriptor Code: GABAA-AR)

If the family needs help with the registration process, the district will use all available means to seek translation in order to clarify all services and paperwork. This communication should occur as soon as practical. The process of registration includes:

1. School enrollment forms

2. All school district policies and regulations related to student conduct, student rights and responsibilities, and general student health and safety protocols (medication in schools, student supervision, etc.)
3. Documents pertaining to EL identification procedures, services, and opt-out procedures
4. Parental consent and waiver forms

5. All safety rules applicable to curricular and extracurricular activities in which an EL student participates (lab safety, shop safety, pool safety, extracurricular participation safety rules, etc.) These rules should be communicated prior to the student participating in the activity in which such rules apply.

WHO ARE THE EL STUDENTS IN THE JAMESTOWN SCHOOL DISTRICT?

The English Language Learners in the Jamestown School District come from five basic groups:

- Refugees, people who have been forced from their country and cannot return
- Immigrants, people who are choosing to settle in the United States
- Children who are born in the U.S. to parents whose first language is not English
- Students whose parents are visiting the United States for educational or business purposes
- Migrants, students whose parents are migratory agricultural workers and in the last 36 months have moved from one school district to another in order to work (temporary or seasonal) in agricultural activities

Refugees

A refugee is defined under international law as someone —being outside their home country and having a well-founded fear of persecution based on race, religion, nationality, political opinion, or membership to a particular social group (BRYCS 2010).

Immigrants

Immigrants are different from refugees in several ways. In general terms, immigrants are people who choose to come to the United States, but who may return to their home country. Recent immigrants to the Jamestown area have come from various countries around the world. Immigrants choose to

come for a variety of reasons, most for the opportunity to experience health, safety, and the prosperity of the United States.

The Immigrant Children and Youth as defined in ESSA section 3201: 'immigrant children and youth' means individuals who - are aged 3 through 21, were not born in any State, and have not been attending one or more schools in any one or more States for more than 3 full academic years.

U.S. Born ELs

There are a growing number of EL students in the Jamestown School system who were born in the United States, but whose home language is not English. Before entering school, many of these children have limited experience with English language. They may only have heard English on television. These students may speak some basic English, or even sound as if they are fluent in English, but they may not have the academic English or background knowledge needed to succeed in content area classrooms without EL instruction.

Students whose parents are visiting the United States for educational or business purposes

EL students who come for a year or two while their parents are working or studying in the Jamestown area bring yet another unique set of needs to the classroom. Because these students are returning to their countries in a year or two they have the pressure of learning English and studying other subjects on their own, such as the history of their country. These students may be well educated and may be able to learn English quickly.

Foreign Exchange students are also eligible for EL support in school. The educational goals must be considered when creating schedules for these students.

Migrant Definition from NDDPI

The child is not older than 21 years of age and the child is entitled to a free public education (through grade 12) under State law, or

- The child is not yet at a grade level which the LEA provides a free public education, and
- The child made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher; and

- The child moved due to economic necessity from one residence to another residence, and-
- From one school district to another; or
- In a state that is comprised of a single school district, has moved from one administrative area to another within such district; or
- Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence.

The diversity of these English Learners brings richness to our classrooms and our community.

District EL Demographic Overview

Below is a breakdown of our EL students over the past 5 years:

Year	# of Students Identified Limited English Proficiency	# of Immigrant Students	# of Refugee Students
2015-16	40	22	15
2016-17	27	22	11
2017-18	41	30	8
2018-19	48	32	3
2019-20	61	30	3

The Jamestown Schools have seen a steady increase in students with Limited English Proficiency (LEP) each year. EL services will be available based on student level and need.

Legislation on Educating and Assessing English Learners

What does legislation say about educating and assessing ELs?

Title VI of the Civil Rights Act of 1964 was the first piece of legislation to address the needs and rights of speakers of other languages in public education, asserting that school districts are responsible for providing equal educational opportunities to national origin minority students who have a language other than English impacting their English proficiency. The Every Student Succeeds Act (ESSA 2015) is additional legislation to further clarify the funding and the responsibilities of educators in addressing the education of EL students.

Title VI, Civil Rights Act of 1964

"No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Office of Civil Rights Memorandum, 1970

This Memorandum interprets the Civil Rights Acts of 1964. It concerns the responsibility of school districts to provide educational opportunity to national origin minority group students whose English language proficiency is limited. The following excerpts address specific major areas of concern with respect to compliance with Title VI and have the force of Law:

- Where inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.
- School districts have the responsibility to adequately notify national origin minority group parents of school activities which are called to the attention of other parents. Such notice, in order to be adequate, may have to be provided in a language other than English.
- School districts must not assign national origin minority group students to special education on the basis of criteria which essentially measure or evaluate English language skills; nor may school districts deny national origin minority group children access to college preparation courses on a basis directly related to the failure of the school system to inculcate English language skills,

- Any ability grouping or tracking system employed by the school system to deal with the special language skill needs of national origin minority group children must be designed to meet such language skill needs as soon as possible and must not operate as an educational dead-end or permanent track.

English Learner Program

Definition, Identification, Placement and Assessment

The English Learner (EL) Program provides English language instruction curriculum materials and other related services to students whose home language is anything other than a standard form of English.

The first step in providing EL services is to identify the students who may qualify for the EL program. The federal and state definitions for ELs are very similar.

Every Student Succeeds Act (ESSA) Definition

8101 (20)

ENGLISH LEARNER—The term “English Learner,” when used with respect to an individual, means an individual —

- who is aged 3 through 21;
- who is enrolled or preparing to enroll in an elementary school or secondary school;
- who was not born in the United States or whose native language is a language other than English;
 - who is a Native American or Alaska Native, or a native resident of the outlying areas (and);
 - who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency;
 - who is migratory, whose native language is a language other than English
 - who comes from an environment where a language other than English is dominant
- whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
 - the ability to meet the challenging State academic standards
 - the ability to successfully achieve in classrooms where the language of instruction is English; or
 - the opportunity to participate fully in society

State English Learner (EL) definition:

Eligibility for English language learner services

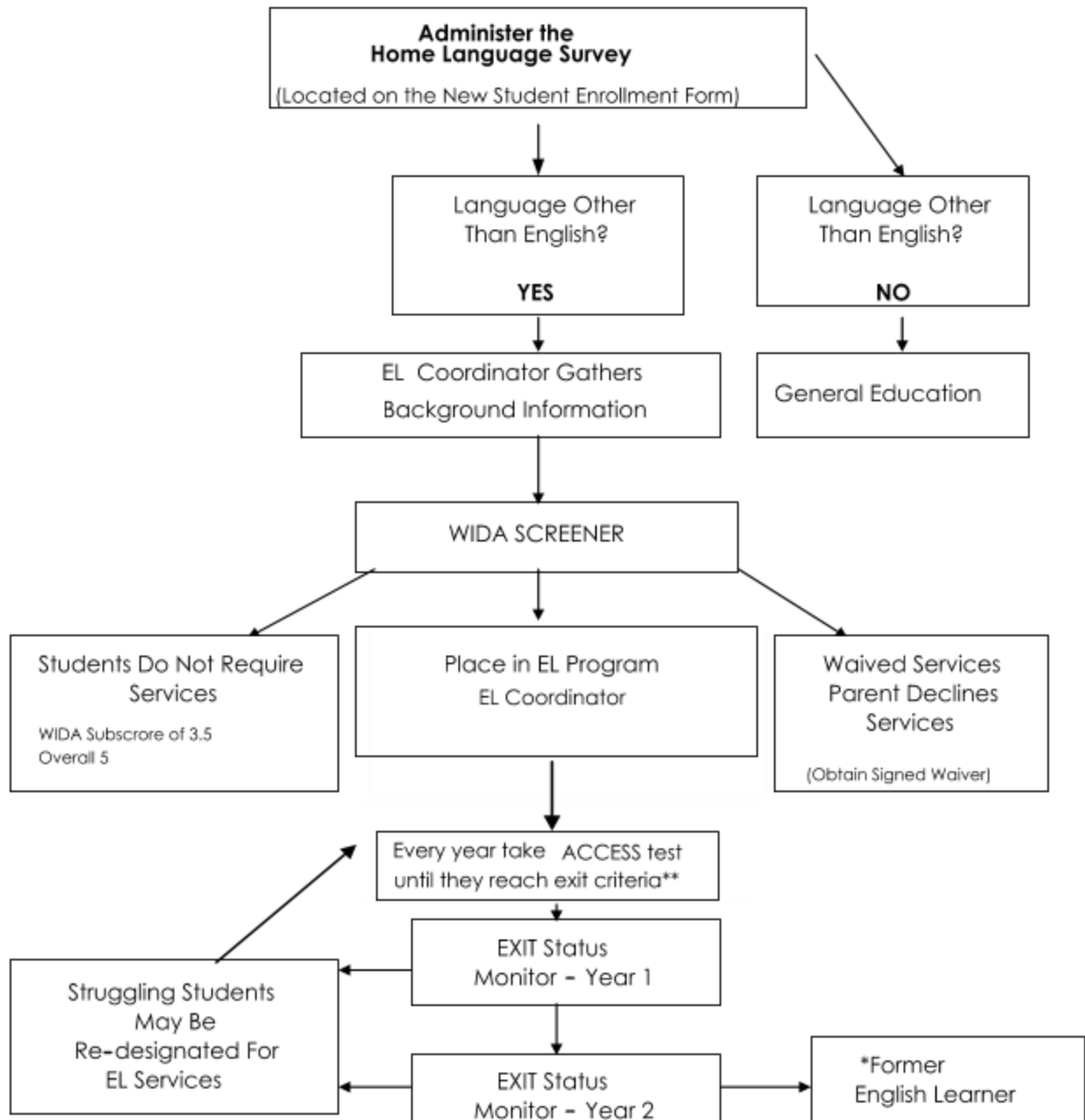
To be eligible for English language learner services, a student must:

1. Be at least five years of age, but must not have reached the age of twenty- two
2. Be enrolled in a school district in North Dakota
3. Have a primary language other than English or come from an environment in which a language other than English significantly impacts the individual's level of English language proficiency
4. Have difficulty speaking, reading, writing, and understanding English as shown by the assessment results.

ND Administrative Code Section 67-28-01-04

In the most basic terms, students must be of school age, enrolled in school and come from an environment in which a language other than English has had a significant impact, such that the student cannot access the academic language of the classroom environment without specialized instruction and accommodation.

Further [DPI state information](#)



Students are **identified** based on following screening criteria:

1. Home language survey (language other than English present)
2. Review of all educational documents and student records
3. Teacher referrals/Teacher observations
 - District may allow teacher referral for students who were not screened due to a lack of or incorrect information on the HLS. The referral should be investigated by EL staff to determine whether the HLS is correct or needs to be revised by the parents. Each

- district has the flexibility to create their own teacher referral process to re-enter students into the identification procedures
4. WIDA Screener or Kindergarten MODEL language proficiency screener

STUDENT PLACEMENT

Criteria for placement and Individual Language Plans (ILP) is based on the scores from the Kindergarten MODEL, WIDA Screener or most recent ACCESS test. Students who qualify for the EL program are scheduled for direct services from the EL teacher. Students should be placed within their age appropriate grade level. Students cannot be retained solely upon the basis of language proficiency. High school students will be placed according to the credits earned rather than by age.

ASSESSMENT PROCEDURES

Students who are identified as EL shall be administered the ACCESS for ELs test annually to reestablish eligibility or to determine readiness to exit, as well as measure English language proficiency progress. These scores are kept on file to document eligibility and are provided to the North Dakota Department of Public Instruction regarding program accountability.

The North Dakota Department of Public Instruction requires the school district to assure that all EL students are:

- Included in the statewide achievement assessment system (NDSA).
 - Students are identified as EL
 - Students have a right to accommodations according to the level of English language proficiency.
- Identified and assessed for English language proficiency (ACCESS).

Individual Language Plans (ILP)

An ILP will be written each year for every EL student. ILPs are written within 30 days of the school year beginning and within 2 weeks of a student enrolling after the start of the school year. Classroom teachers can expect an ILP with assessment and instructional accommodations as well as standardized testing accommodations from the EL student's EL teacher.

The services provided are based on the student's proficiency score. Students are given a score from 1-6 with most level fives qualifying as proficient. The following is a list of some possible services that students are able to receive:

- Small group EL teaching at the elementary level
- Middle and High School core EL language classes
- Testing accommodations based on proficiency level
- Instructional accommodations used in the classroom
- Supplemental Reading Interventions programs

Performance Definitions for the levels of English language proficiency.

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 Reaching	<ul style="list-style-type: none"> • Specialized or technical language reflective of the content area at grade level • A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • Oral or written communication in English comparable to proficient English peers
5 Bridging	<ul style="list-style-type: none"> • The technical language of the content area • A variety of sentence length of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports • Oral or written language approaching comparability to that of English proficient peers when presented with grade level materials
4 Expanding	<ul style="list-style-type: none"> • Specific and some technical language of the content area • A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs • Oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented the oral or written connected discourse with occasional visual and graphic support.
3 Developing	<ul style="list-style-type: none"> • General and some specific language of the content area • Expanded sentences in oral interaction or written paragraphs • Oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support.
2 Beginning	<ul style="list-style-type: none"> • General Language related to the content area • Phrases or short sentences • Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented

	with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support
1 Entering	<ul style="list-style-type: none"> ·Pictorial or graphic representations of the language of the content area ·Words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support

[ELPS Grade 6-12](#)

English Language Development Programming Models

The main purpose of the EL Program is to increase the English language proficiency of the identified EL students as quickly as possible. The Department of Public Instruction has adopted the WIDA's English Language [Proficiency Standards for English Language Learners in PreKindergarten through Grade 12. ELD](#)

The Jamestown Public School District has English language development programming based on the grade level and English proficiency of the student.

The EL supports and services are as follows:

Mainstream Classroom

The EL teachers collaborate with classroom teachers to develop instructional plans for students who are limited in their English Language Proficiency. Classroom teachers modify materials and use paraprofessionals to support students in mainstream classrooms. Classroom teachers follow the accommodations and modifications described in the ILP.

English Language Development or EL Pull-out

The EL students leave their mainstream classroom to spend part of the day with an EL teacher, receiving EL instruction focused on vocabulary, communication skills, and beginning academic skills. The amount of daily/weekly EL service time is documented in the ILP. Pull-out services are most prevalent at the elementary level. ELs with the lowest level of English language proficiency receive the highest dosage of EL service.

The Jamestown Public School District has established two EL magnet schools at the elementary level. All identified EL students will attend a magnet school or be transported to a magnet school to receive daily EL services.

EL Class Period – Middle & High School

Students receive EL instruction as one of their regularly scheduled classes. High school ELs receive an elective credit for their EL course. Most of the time is spent learning about the form and function of English. Some time is spent supporting students in their content courses.

Responsibilities and Certification Requirements for EL Staff

EL Program Coordinator

The EL Program Coordinator is expected to:

- Assure that the goals and requirements of the program are met
- Manage the budget
- Write grants for financial support
- Prepare and submit federal and state program applications and reports
- Monitor EL PowerSchool and STARS school data
- Enter all data into PowerSchool and STARS
- Ensure all documents are received and maintained in EL Student folders
- Coordinate program with other existing district programs
- Oversee activities and testing materials for EL use
- Assist with the hiring of EL staff (only magnet school principal)
- Supervise EL certified staff (only magnet school principal)
- Supervise scheduling and activities of EL paraprofessionals
- Promote parental involvement
- Comply with ESSA
- Oversee scheduling, placement, and appropriate accommodations for EL students
- Arrange transportation for students only living outside of the magnet school attendance area if they are assigned to the magnet school (only magnet school principal)
- Provide input and attend meetings concerning EL students

EL Teacher

The EL teacher is expected to:

- Assist with the registration process of new EL students
- Provide direct instruction for EL students

- Complete language proficiency assessments and assist with accommodations with district assessments
- Develop an Individual Language Plan (ILP) in cooperation with classroom teachers, principals and parents for EL students
- Update ILP on a yearly basis
- Coordinate instruction and student needs with classroom teachers
- Provide assistance and/or EL curriculum materials for classroom teachers
- Coordinate translators/interpreters for conferences
- Provide training for paraprofessionals and classroom teachers on appropriate EL instructional strategies for EL students
- Provide input and attend meetings concerning EL students
- Monitor EL student's grades and attendance

Qualifications for EL teacher:

- North Dakota licensure in elementary or secondary education with K-12 EL endorsement as accepted by ND ESPB.

EL Paraprofessional

The EL paraprofessional works cooperatively, assisting the EL teacher and classroom teachers in the instruction of English Language Learner students. The responsibilities include:

- Assist the EL teacher and classroom teacher in achieving EL program objectives by working with individual students or small groups and using techniques consistent with program design
- Reinforce learning of materials, concepts, and skills initially introduced by the EL teacher or classroom teacher
- Work with targeted students, using a variety of materials and instructional methods under the direct supervision of qualified teachers
- Confer with the EL teacher or classroom teacher on behavior or other problems about individual students
- Maintain confidentiality
- Attend professional development activities as assigned

Superintendent Administrative Secretary

The Administrative Secretary is expected to:

- Complete Home Language Survey for new each student to determine if a language other than English is present or if the student has previously received EL services
- Complete indicators on electronic registration spreadsheet and send out through email all forms necessary for EL Student folders
- Work with building principals/secretaries and EL teachers to retrieve data

Who Is Responsible for Reporting?

What responsibilities does the administrative secretary have in reporting?

- If the parent indicates on the new student registration enrollment form the student is an immigrant and refugee, the building secretary records the information in the student record in PowerSchool.
- The Program Coordinator needs to enter the student in STARS after the Fall Enrollment Report has been submitted.

What responsibilities does the EL teacher have in reporting?

- When testing is completed they will report the WIDA Screener assessment information to the Program Coordinator.
- The date of the updated Individual Language Plan for currently enrolled student needs to be provided to the Program Coordinator
- If a student exits the program, the attainment date needs to be provided to the Program Coordinator.

What responsibilities does the Program Coordinator have in reporting?

The program coordinator will maintain the master list of students that are currently enrolled in the EL program.

The Program Coordinator District office will maintain the STARS reporting which includes:

- ACCESS Assessment Date and Score - automatically roll up unless testing is done outside the Formal Annual Testing window. Then the information will need to be entered manually.
- Assigned teacher
- Individual Language Plan Date
- Attainment Date

- Works with SIMS Coordinator on STARS errors.
- Immigrant Status – Date of Entry – Country of Origin
- Refugee Status (registration Staff)

Enrollment Procedures for New and Returning Students to the Jamestown School District

1. Registration staff will assist the parent/guardian complete Home Language Survey as part of the registration process.
2. If a language other than English is present or the student has received EL services in the past, the Administrative Secretary will mark the appropriate box on the electronic district registration spreadsheet.
3. The EL Program Coordinator will coordinate arrangements for EL screening assessment. The WIDA Screener assessment will be completed within 30 days of enrollment if the student enrolls at the beginning of the school year or within 14 days of enrollment if the student enrolls mid-year.
4. The student will complete all testing requirements before being assigned in a school. Superintendent will decide the final placement for elementary students. If the student is identified as needing EL services and is assigned to a building outside of his/her attendance area, transportation will be provided at no cost to the family. The student must be placed appropriately according to AGE and GRADE.
5. When the student is identified as needing EL services based on EL screening results, the EL Program Coordinator, building principal and EL teacher will develop a recommendation for EL services. The parent/guardian will be informed of recommended services. If the parent/guardian declines services, a signed waiver form is required.
6. Student Individual Language Plans (ILP) will be written for all identified EL students. The EL teacher, Program Coordinator, classroom teacher and parents will be responsible for completing the ILP. The EL teacher is required to update the ILP on a yearly basis.
7. The building secretary will scan the new ILP upon completion and add to Powerschool.

Exiting the EL Program

English learners must attain one of the following criteria to **exit** the EL Program:

1. *Minimum ELP composite score of 5.0 AND minimum ELP score of 3.5 on each of the four ACCESS subtests (listening, speaking, reading, writing); OR
2. *NDSA Scores in ELA meeting proficient or advanced levels AND ELP composite score 4.0-5.0 AND minimum ELP score of 3.5 on each of the four subtests; OR
3. ELs with significant cognitive disabilities: a minimum ELP composite score of P2 on the ALT ACCESS assessment AND approval of the language support team including the EL teacher, special education teacher, classroom teacher, administrator, and parent(s); OR
4. ELs unable to participate in one or more domains due to a disability: minimum 3.5 in each domain administered AND approval of the language support team including the EL teacher, special education teacher, classroom teacher, administrator, and parent(s); OR
5. ELs who have plateaued in ELP growth for 3 consecutive years: received consistent and documented high-quality English language development instruction AND minimum composite ELP of 5.0 AND approval of the language support team including the EL teacher, special education teacher, classroom teacher, administrator, and parent(s).

*DPI will create a list, exit the students (by entering an exit date) and send to the EL Director if students meet these exit qualifications. If students exit based on criteria 3-5 above, a reclassification form must be completed and submitted to DPI (see appendix).

Students are identified as Former English Learners for two years after they are eligible to exit the program. The school is responsible to **monitor** these students in a uniform and comprehensive manner for two years. **During these two years of monitoring, student scores count toward district Student Achievement Accountability Measures.**

Students who are considered limited-English proficient will:

1. Understand and speak English and have the academic language needed to be successful in the classroom.

2. Read and comprehend English as evidenced by classroom work and assessment data.
3. Write English as evidenced by classroom work and assessment data.
4. Meet district guidelines in their academic subjects.

When a student scores a Level 5.0 composite score on the ACCESS assessment, and 3.5 in each sub-group, the student is exited from the program.

When English Learners have the language skills necessary to compete with mainstream English speakers in age and grade appropriate settings in all areas of language development, they will no longer be considered limited-English proficient.

Exit date is provided in PowerSchool:

- **Custom Screens**
- **Special Student Information**
- **Monitoring Start Date**
- **EL Exit Date**

After the two year monitoring period, students will be reclassified as fully English proficient.

English Language Proficiency Standards

North Dakota has adopted the WIDA's English Language Proficiency Standards for English Language Learners in Pre-Kindergarten through Grade 12. WIDA's vision of language proficiency encompasses both social and academic contexts tied to schooling, particularly to standards, curriculum, and instruction.

The WIDA English Language Proficiency Standards are:

- English Language Proficiency Standard 1: English learners communicate for **Social** and **Instructional** purposes within the school setting.
- English Language Proficiency Standard 2: English learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

- English Language Proficiency Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
- English Language Proficiency Standard 4: English learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.
- English Language Proficiency Standard 5: English learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

[Additional information](#)

Reporting Requirements for Identifying EL Students

School Districts are required to meet both federal and state requirements in identifying, assessment, and management of English Learner Students. They are also required to complete reporting requirements and provide appropriate parental notification.

Reporting Requirements for District Office

The following reports are required for reporting program and staff information.

MISO1 Report

The following report is due mid-September each year. Districts are required to provide information on their core EL program:

- EL Policy
- EL Program Director credentials
- Language Instruction
- Program Description
- Program Budget

The MISO1 Report requests information on the local EL program that is funded through state and local funds. It does not include federal funding (Title III).

This report is completed by the District Office.

MIS03

The following report is due mid-September each year. All individuals with teaching licenses are reported on the MIS03. This includes the program director and EL teachers. This report is completed by the building principal or building secretary for the staff that are working in their building.

PER02

The following report is due mid-September each year. Paraprofessionals working with EL students are reported on the PER02. This report is completed by the District Office.

STARS

Student information is reported in STARS. The student information is due in three reports. They are due September 15th, January 10th, and June 30th of each year.

September 15 Report

The majority of the information related to students is due September 15th when the fall enrollment is due. The following information is required:

- EL status – Students that are identified EL need to be recorded. New students need to be entered as soon as possible. Students that have exited the program need to be recorded.
- Home or heritage language of each tagged student.
- Immigrant Status – if a student is an immigrant, date of entry and country of origin is required.
- Refugee Status

The administrative secretary maintains the home language, immigrant and refugee status and records this information in PowerSchool as soon as they have enrolled in their school. The information is taken off of the new student enrollment form for new students.

The District Office will export the data from PowerSchool and import it to STARS.

December ACCESS Report

The following information is required to be recorded in STARS. The Program Coordinator and District Office will maintain the following information after it has been provided to them by the EL teacher.

- Date of the students Individual Language Plan for currently enrolled ELs must be updated by January 10th.
- EL Teacher assigned to students. Teacher assigned to the student is responsible for the development of the ILP, student meetings, assessment information, and exit meeting.
- Initial screening information. The date the WIDA Screener assessment was administered and the score of the assessment.
- Exit date – The attainment date is recorded for those students that have reached the level of proficiency.

June 30th Report

The District Office and Program Coordinator will ensure that all student data are current and up to date. This data is used to determine state funding and the allocations for federal Title III funding.

EL teachers, Coordinator and District office will provide the same information required in the January 10th report to the District Office throughout the year. This will ensure that all student records are current and up to date.

APPENDICES

Home Language Survey

Student Referral and Placement Form

Individual Language Plan Form

Student Exit Form

[Parent Opt out form sample from ND DPI](#)

[WIDA Standards and Definitions for the Levels of English Language Proficiency](#)

[WIDA Can Do Descriptors](#)

[North Dakota English Learner/Multicultural Education guidance](#)

Common Acronyms

ACCESS: *Assessing Comprehension and Communication in English State-to-State* for English Language Learners (yearly test of English Language Proficiency)

EL: English Learner

ELP: English Language Proficiency

ESL: English as a Second Language

ILP: Individualized Language Plan

MODEL: WIDA-ACCESS Placement Test used for K students

NC: Newcomer

OCR: Office of Civil Rights

PL: Proficiency Level

UNHCR: United Nations High Commissioner for Refugees

WIDA: World-Class Instructional Design and Assessment

WIDA Screener: WIDA-ACCESS Screening Assessment