

English Language Learner



**Program Handbook
Grand Forks Public Schools**

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State/District Overview

The Grand Forks and Grand Forks Air Force Base School Districts work together in a unique arrangement to serve the 7,200 students who attend schools in the two communities. Eleven hundred people are employed including 700 teachers and 400 support and administrative staff. School facilities consist of 12 elementary schools (grades K-5); four middle schools (grades 6-8), two high schools (grades 9-12), and one alternative school (for students 16 and older). Pre-school and adult education programs are also offered in the school district.

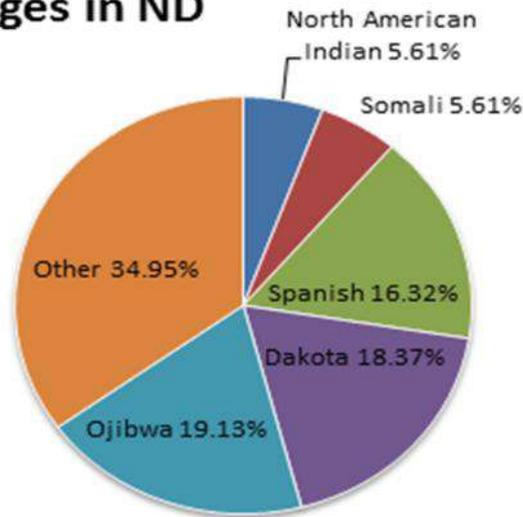
Emphasis is given to class size, curriculum, staff qualifications, and student achievement. The result is 96%+ average daily attendance, well-behaved students, safe comfortable schools, and academic results that exceed those of the state and nation.

Our total enrollment as of August 2012 was 7,200 students. English Language Learners comprise 3.5% of the Grand Forks student population. The following is a breakdown by Ethnicity:

- Asian = 3%
- African -American = 5%
- Caucasian = 80%
- Hispanic = 5%
- Native American = 6%
- Pacific Islander = .5%
- Unclassified = .5%

The chart below illustrates the linguistic diversity in the state of North Dakota. North Dakota ELL's represent over 117 language groups. Sixty-five percent of ELLs in ND speak one of the following languages: Ojibwa, Dakota, Spanish, Somali, and North American Indian. The other 34% of ELL's represent the remaining 112 languages.

Top ELL Languages in ND



English Language Learner Demographics

Refugees in foreign lands who are admitted into our country face many hurdles as they struggle to achieve self-sufficiency. As a community, Grand Forks Public School strives to welcome students and families from around the world that have been driven from their home by violence, and poverty. Those efforts have created a widely diverse ELL population. The Grand Forks Public Schools has more than 270 K-12 students identified as E.L.L students ranging from various multi-ethnic backgrounds (China, Russia, Nepal, Liberia, Ethiopia, Iraq, Iran, and Spanish speaking populations).

Below is a breakdown of our ELL students over the past 5 years.

Year	# of Students Identified Limited English Proficiency	# of Immigrant Students	# of Refugee Students
2011-2012	273	256	170
2010-2011	231	206	127
2009-2010	226	261	157
2008-2009	205	182	104
2007-2008	146	143	61

The Grand Forks School District is committed to providing appropriate education services to Limited English students. Students who have been identified as lacking the necessary language proficiency to achieve in the classroom because of a non-English language background are provided necessary services. The district ensures that students are provided the appropriate educational services through a district plan that specifically outlines identification, assessment, services, personnel, and parent involvement. The plan shall describe the process of identification of students who are Limited English Language Proficient (LEP) or English Language Learners (ELL) that is consistent with state and federal requirements.

The Grand Forks Public Schools has seen a steady increase of students with Limited English Proficiency each year. Currently we have four magnet campuses: Century Elementary School, Winship Elementary School, South Middle School, and Red River High School. One identified way of improving the delivery of services was the creation of magnet campuses at each of the school levels (e.g., elementary, middle, high schools) for efficiency purposes.

- Focus on directional words
- Focus on patterns and phrases
- Study multiple meaning words
- Focus on prefixes and suffixes
- Engage in professional development on the Individual Language Plan

The English Language Learners in the Grand Forks School District come from 4 basic groups of people:

- 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.

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). It is approximated that in 2009, over 16 million people were considered refugees. Of that 16 million, approximately 45% of the world's refugees are under 18 years-old. The largest refugee producing countries are Somalia, Sudan, Afghanistan and Iraq. Prompted by an awareness of the large number of refugees around the world, the United States passed The Refugee Act in 1980 that reformed United States immigration law. Each year the Federal Government decides the number of refugees allowed to enter the United States and from which countries they should come. Of the over 13 million refugees in the world today, only a small fraction will ever be resettled in the United States. In recent years approximately 80,000 refugees have been allowed to enter the United States each year. Of that total, approximately 400 refugees arrive in North Dakota each year.

The process of obtaining refugee status to come to the United States is difficult: interviews with authorities such as the United States Immigration and Customs Enforcement (ICE), medical examiners, and Integration Officers record details of the horrors refugees have endured in their flight to safety. It can take months and in some cases many years to gain permission to enter the United States as a refugee.

The refugee students coming to the Grand Forks School District come from a variety of cultural and academic experiences, but all come with high hopes and dreams. In parts of Africa one doctor serves approximately 143,000 people. Many of the refugee children from those areas want very much to become doctors so they can one day return and help people there. Some children have gone to school in stable countries. Some have had peaceful lives interrupted abruptly by violence, fleeing for weeks and months to refugee camps where they are often exposed to dangers. Some have been in refugee camps for years, where the skills needed to survive in a chaotic and harsh environment are radically different than the skills needed to succeed in an American classroom. Often, children who have not known safety for many years, take months of adjustment to feel safe enough to change their focus from survival to academic pursuits. In many of the students' native cultures, it is a sign of disrespect to look an adult in the eye. Learning strange new American customs takes time. In Grand Forks, Lutheran Social Services provides case workers for refugee families and aids them in the adjustment to a

new pace of life with clocks and calendars that calculate years and seasons in a new way, electric lights, running water, and heavy winter clothing.

Immigrants

Immigrants are different from refugees in several ways. Immigrants are people who choose to come to the United States, but who may return to their home country. Recent immigrants to the Grand Forks 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. These individuals come at their own expense and do not have the support offered by the caseworkers in the refugee settlement program. Students from these families need both language and cultural acculturation.

U.S. Born ELLs

There are a growing number of ELL students in the Grand Forks 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 English, and 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 ELL instruction. Nationally, approximately 55% of school age LEP students are born in the U.S. (National Clearinghouse for English Language Acquisition, 2000).

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

ELL students who come for a year or two while their parents are working or studying in the Grand Forks 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. They must work to keep up in math and science so they will not be too far behind when they return to their country.

Whatever the reason for their presence with us, the diversity of these English Language Learners brings richness to our classrooms and our community.

Education Services to Limited English Students - Adopted 3/11/2009

The Grand Forks School District is committed to providing appropriate education services to Limited English students. Students who have been identified as lacking the necessary language proficiency to achieve in the classroom because of a non-English language background are provided necessary services.

The district ensures that students are provided the appropriate educational services through a district plan that specifically outlines identification, assessment, services, personnel, and parent involvement. The plan shall describe the process of identification of students who are Limited English Language Proficient (LEP) or English Language Learners (ELL) that is consistent with state and federal requirements.

Parents or guardians of the student shall be notified upon identification and be informed of student's needs, services available, and annual progress of English and academic achievement.

Legislation on Educating and Assessing English Language Learners

What does legislation say about educating and assessing ELLs?

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 with limited English proficiency (LEP). The No Child Left Behind Act of 2002 (NCLB) is additional legislation to further clarify the funding and the responsibilities of educators in addressing the education of LEP 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.

No Child Left Behind (January 12, 2002)

Challenging Standards for English and Content Area Instruction

NCLB requires states to establish challenging academic content standards for all students, and Title III of this act indicates that ELLs are not exempt from meeting these high expectations. It asserts that English learners must develop English proficiency and skills for high academic achievement in English WHILE SIMULTANEOUSLY MEETING the same challenging State standards that all students are required to meet.

The term "limited English proficient" is described in No Child Left Behind legislation (NCLB 2000) as an individual:

- Who is age 3-21 and enrolled or preparing to enroll in an elementary school or secondary school;
- Who was not born in the United States or whose language is a language other than English; or 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; OR
- Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; AND
- "Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
 - The ability to meet the state's proficient level of achievement on state assessments;
 - The ability to successfully achieve in classrooms where the language of instruction is English;
 - The opportunity to participate fully in society. (Title IX, Section 9109, No Child Left Behind Act. 2001)

Title I and Title III - Accountability through Assessment

NCLB also calls for accountability in meeting State standards through high quality assessments. Schools must not only demonstrate improvements in students' English proficiency each school year, but also demonstrate that English learners are making the same "adequate yearly progress" as other students. As a result, ELLs must participate in annual State assessments.

- ELLs must take annual standardized tests assessing English language proficiency.
- ELLs are required to take the same State tests as all other students.

School districts must also assess annually the LEP students in speaking, reading, writing, and listening. The ACCESS assessment scores from the language proficiency test must be submitted to the Department of Public instruction by June of the current school year.

ENGLISH LANGUAGE LEARNER PROGRAM
DEFINITION, IDENTIFICATION, PLACEMENT AND ASSESSMENT

The English Language Learner (ELL) 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 ELL services is to identify the students who may qualify for the ELL program. The federal and state definitions for ELLs are very similar.

DEFINITION

Federal Limited English Proficient (LEP) definition:

(Students must meet a part of the criteria in each of the sections A-D). The term “**limited English proficient**”, which is defined in section 9101 of Title IX (ESEA) when used with respect to an individual, means an individual:

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)
 - (i) who was **not born in the United States** or whose **native language is a language other than English**;
 - (ii)
 - (I) who is a **Native American** or **Alaska Native**, or a native resident of the outlying areas; **and**
 - (II) 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; **or**
 - (iii) who is **migratory**, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; **and**
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual -
 - (i) the ability to meet the State’s proficient level of achievement on State assessments described in section 1111(b) (3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English: **or**
 - (iii) the opportunity to participate fully in society.

Title IX, Section 9101, No Child Left Behind Act, 2001

State English Language Learner (ELL) 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; and
4. Have difficulty speaking, reading, writing, and understanding English as shown by 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.

IDENTIFICATION

Students are identified based on two or more of the following screening criteria:

- Home language surveys
- Teacher referrals - Teacher observations
- North Dakota State Assessment or MAP testing
- W-APT, MODEL language proficiency screener
- Review of all educational documents and student records

Two types of different procedures are used to identify LEP students. They are identified at the **initial time of registration** to the Grand Forks Public Schools or throughout the school year by **referrals**.

STUDENT PLACEMENT

Criteria for placement and Individual Language Plans (ILP) is based on the scores from the W-APT or ACCESS test. Students that receive a 1 or 2, on the W-APT or ACCESS are scheduled for direct services from the ELL teacher and the paraprofessional at the magnet schools. An ILP will be developed for all students that are identified as LEP. The plan is developed by the ELL teacher and building principal. Specific accommodations, modifications, and direct services will be decided on an individual basis.

Level I - Entering

The Level I individual demonstrates **negligible** cognitive-academic language proficiency. The student will find the language demands of the learning task

impossible to manage. Students are placed at the magnet schools where they receive direct service from the ELL teacher, ELL paraprofessional, and the classroom teacher.

Level 2 - Beginning

The Level 2 individual demonstrates **very limited** cognitive-academic language proficiency. The student will find the language demands of the learning task **extremely difficult**. Students are placed at the magnet schools where they receive direct service from the ELL teacher, ELL paraprofessional, and the classroom teacher.

Level 3 - Developing

The Level 3 individual demonstrates **limited** cognitive-academic language proficiency. The student will find the language demands of the learning task **difficult**. Students are placed at the magnet school or neighborhood school depending on specific domain testing levels on the ELL assessment. Students are placed at their neighborhood school they receive services through tutorial, before/after school academic programs and supplemental intervention programs.

Level 4 - Expanding

The Level 4 individual demonstrates fluent cognitive-academic language proficiency. The student will find the language demands of the learning task manageable. Students are placed at their neighborhood schools where they receive services through tutorial, before/after school academic programs and supplemental intervention programs.

Level 5 - Bridging and Level 6, Reaching

The Level 5 individual demonstrates advanced-cognitive academic language proficiency. The student will find the language demand of the learning task very easy. When a student reaches this level, they are exited from the ELL program.

ASSESSMENT PROCEDURES

Students who are identified as LEP shall be administered the ACCESS for ELLs test, annually to reestablish eligibility or to determine readiness to exit, as well as measure 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 LEP students are:

- Included in the statewide achievement assessment system.
- Identified and assessed for English language proficiency.
- Provided appropriate instructional services are provided based on assessment.

WIDA ACCESS Test (State Assessment)

LEP students must participate in the statewide achievement assessment program as other students.

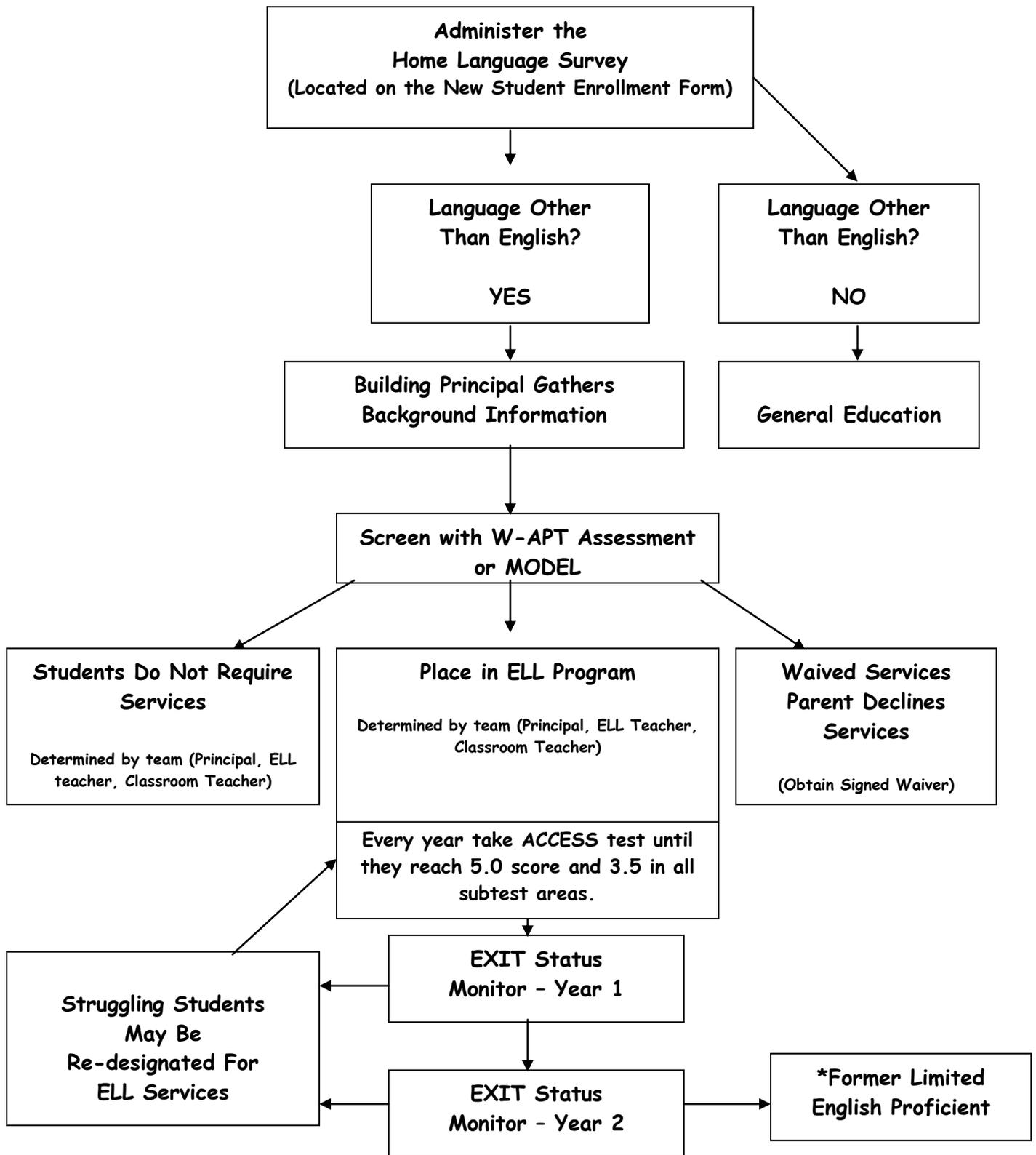
- Students are identified as LEP on the test inside front cover sheets.
- Students have a right to accommodations according to the level of English language proficiency.

Individual Language Plans (ILP)

An ILP will be written each year for every LEP 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 case manager of the ELL student. Each student will also have objectives in English/LA, Math, and Social and Instructional Language.

The services provided are based on the student's proficiency score. Students are given a score from 1-5 with five being proficient. The following is a list of some possible services that students are able to receive:

- Small group ELL teaching at the magnet schools
- Testing accommodations based on proficiency level
- Curriculum support
- Supplemental Reading Interventions programs
- Middle and High School core ELL language classes
- Interpreters for parents
- Once students have reached English language proficiency they are exited from the ELL program. Students that have exited the program are monitored for two years.



** Students are identified Former English Limited English Proficient for two years after they are eligible to exit the program.*

Program Models

The Grand Forks Public Schools has language acquisition programming at different levels depending on the grade level of the student. Each level accommodates instruction for students according to their current level of language acquisition.

The Program models are as follows:

Mainstream Classroom

The Grand Forks Public Schools uses an integrated ELL program that provides language services in the mainstream classroom as much as possible. The ELL teachers collaborate with classroom teachers to develop instructional plans for students who are limited in their English Language Proficiency because they come from a different language and cultural background. Classroom teachers modify materials and use paraprofessionals to provide services. Additional instructional support is provided through tutoring, before/after school academic programs, and supplemental reading intervention programs.

English Language Development or ELL Pull-out

The ELL students leave their mainstream classroom to spend part of the day with an ELL teacher, receiving ELL instruction focused on vocabulary, communication skills, and beginning academic skills.

The GF Public School District has established an ELL magnet school at each educational level--elementary, middle, and high school. ELL students at the entering level of proficiency through the developing level are placed at these schools in order to provide efficient ELL services and instruction.

ELL Class Period - Middle & High School

Students receive ELL instruction during a regular class period. They are grouped for instruction according to their level of English proficiency.

Specific students are scheduled in a variety of sheltered content classes taught by highly qualified content-area teachers focusing on academic proficiency. Coursework is modified to students' proficiency level.

Instructional Program

The Grand Forks Public Schools operates the ELL Program to serve the needs of LEP students. The philosophy of the ELL program is to promote the English language development focusing on vocabulary and grammar while supporting the classroom or content teachers in their goal to meet the needs of all diverse learners.

The District has established an ELL magnet school at each educational level-- elementary, middle, and high school. ELL students at the entering level of proficiency through the developing level are placed at these schools in order to provide efficient ELL services and instruction.

Elementary School Level: The following research-based programs have been implemented focusing on developing literacy only in English include:

- Structured English Immersion (SEI) - The teacher and staff use a simplified form of the majority language L2, and basic contributions from children in their native language (Brisk, 1998; Hornberger, 1991) to teach the students at their proficiency level making curriculum comprehensible.
- English Language Development or ELL Pull-out (Baker, 2006) - The ELL students leave their mainstream classroom to spend part of the day with an ELL teacher, receiving ELL instruction focused on vocabulary, communication skills, and beginning academic skills.
- ELL Push-in (Baker, 2006) - Students are served in a mainstream classroom. Through this program students are exposed to language modeling, academic instruction in English with the support of the ELL teacher and para.
- Sheltered Instruction Observational Protocol (SIOP) (Echevarria & Graves, 2003; Vogt, Echevarria, 2008) - The goal is proficiency in English while learning content in an all-English setting. Instruction is adapted to students' proficiency level and supplemented by content and language objectives, comprehensible input, strategies, and interaction.
- After school reading program, homework clubs, ELL Push-in program, and supplemental reading interventions programs - additional academic support is provided through individual programming.

Middle School Level: The students are instructed in one or more of the following ELL programs. The main focus of all of these programs is English language development in all four areas of language domain-speaking, listening, reading, and writing. The staff uses an array of ELL strategies such as cooperative learning, hands-on, visuals, demonstrations, modeling, realia displays, and contributions of the native language L1 to implement the SIOP components CALLA (Cognitive Academic Language Learning Approach) strategies. Higher proficiency students are served through extended

instructional support in the day to day programming and after school tutorial/homework clubs.

- Sheltered Instruction Observational Protocol (SIOP) (Echevarria & Graves, 2003; Vogt, Echevarria, 2008) - The goal is proficiency in English while learning content in an all-English setting. Instruction is adapted to students' proficiency level and supplemented by content and language objectives, comprehensible input, strategies, and interaction.
- ELL Push-in (Baker, 2006) - Students are served in a mainstream classroom. Through this program students are exposed to language modeling, academic instruction in English with the support of the ELL teacher and para.
- Structured English Immersion (SEI) - The teacher and staff use a simplified form of the majority language L2, and basic contributions from children in their native language (Brisk, 1998; Hornberger, 1991) to teach the students at their proficiency level making curriculum comprehensible.
- Tutorial, homework clubs, ELL Push-in program, and supplemental reading interventions programs - additional academic support is provided through individual programming.

High School Level: The students are instructed in the following:

- Sheltered Instruction - Five classes are scheduled focusing on academic proficiency in a variety of sheltered content courses. Highly qualified content-area teachers collaborate with the ELL teacher to design lesson plans and deliver tailored instruction. The ELL teacher and staff implement a model of sheltered instruction with SIOP (Echevarria *et al.*, 2000).
- Structured English Immersion (SEI) - The teacher and staff use a simplified form of the majority language L2, and basic contributions from children in their native language (Brisk, 1998; Hornberger, 1991) to teach the students at their proficiency level making curriculum comprehensible.
- Collaborative Teaching - Support is provided by block/modified classes, intervention, tutors, resource tutorial and supplemental reading interventions programs.

The major purpose of the ELL Program is to increase the English language proficiency of the identified LEP students as quickly as possible by implementing the design as described above. The Department of Public Instruction has adopted the WIDA's English Language Proficiency Standards for English Language Learners in Pre-Kindergarten through Grade 12. (<http://www.wida.us/standards/index.aspx>)

Responsibilities and Certification Requirements for ELL Staff

Program Director

The Assistant Superintendent of Teaching and Learning supervises the overall operation of the ELL program and 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 LEP PowerSchool and STARS school data.
- Coordinate program with other existing district programs.
- Oversee activities and testing materials for ELL use.

Principal

The building principal is expected to:

- Assist with the hiring of ELL staff. (only magnet school principal)
- Supervise ELL certified staff. (only magnet school principal)
- Supervise scheduling and activities of ELL paraprofessionals.
- Promote parental involvement.
- Comply with NCLB.
- Oversee scheduling, placement, and appropriate accommodations for ELL 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 LEP students.

ELL Teacher

The ELL teacher is expected to:

- Assist with the enrollment of new immigrant students.
- Provide direct instruction for ELL students.
- Completes language proficiency assessments and assists with accommodations with district assessments.
- Develop an Individual Language Plan (ILP) in cooperation with classroom teachers and principals for LEP students.
- Coordinates instruction and student needs with classroom teachers.
- Provide assistance and/or ELL curriculum materials for classroom teachers.
- Coordinate translators/interpreters for conferences.
- Provide training for paraprofessionals and classroom teachers on appropriate ELL instructional strategies for LEP students.
- Provide input and attend meetings concerning LEP students.
- Monitor LEP student's grades and attendance.
- Maintain ELL student records.

Qualifications for ELL teacher:

- North Dakota licensure in elementary and secondary education with ESL bilingual education endorsement.
- Ability to work with a variety of people and situations.
- Ability to manage and coordinate.
- Experience working with multicultural students preferred.

ELL Paraprofessional

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

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

Qualifications: Meet requirements of NCLB.

1. Obtain an associates degree (or higher) from an institution of higher education;
or
2. Complete at least two years of study at an institution of higher education; or
3. Meet a rigorous standard of quality, which includes an assessment of reading, writing, and math. (Para Pro Test)

School Secretary

The School Secretary is expected to:

- Review Home Language Survey for each student to determine if a language other than English is present or has previously received ELL services.
- Complete all forms necessary for ELL Student folders.
- Ensure all documents are received and maintained in ELL Student folders.

Assistant Superintendent Administrative Secretary

The Administrative Secretary is expected to:

- Enter all data into Power School and STARS.
- Work with building principals and ELL teachers to retrieve data.

Enrollment Procedures for New and Returning Students to the Grand Forks School District

1. Complete the Grand Forks Public Schools New Student Enrollment Form. The home language is indicated on the back page of the enrollment form in the Home Language Survey section.
2. If a language other than English is present or they have received ELL services in the past, the building secretary will complete a Student Referral and Placement Form and forward to the building principal.
3. **The building principal will contact the appropriate ELL teacher to arrange for testing. The W-APT or MODEL (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 is placed in a general education classroom at the neighborhood school until the testing is completed. The student must be placed appropriately according to AGE and GRADE.

Based on the testing results, a team consisting of the building principal, ELL teacher, and classroom teacher will make a recommendation for placement. The student and family are informed of recommended placement. If the parent declines services, a signed waiver form is required.

5. If the student is placed at one of the magnet schools, the ELL teacher and building principal will coordinate the placement with the principal at the magnet school. If the magnet school is outside of the student's attendance area, then transportation is provided. The ELL Teacher or Principal will inform the Special Education Department so transportation can be arranged. **If students live within the magnet school attendance area, transportation IS NOT provided.**
6. Student Individual Language Plans (ILP) will be written for all identified LEP students. The ELL teacher, building principal, classroom teacher and parents will be responsible for completing the ILP. The ELL teacher is required to update the ILP on a yearly basis.

Exiting and Reclassification

When English Language Learners (ELLs) 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.

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.

Students that have exited the program are monitored for two additional years. During these two years of monitoring, student scores count toward district LEP subgroup AYP.

The student's exit date is provided in POWERSCHOOL under "Custom Screens", "Special Student Information", "LEP Exit Date".

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

English Language Proficiency Standards

North Dakota has adopted as 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 language learners communicate for **Social** and **Instructional** purposes within the school setting.
- English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
- English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
- English Language Proficiency Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.
- English Language Proficiency Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Additional information can be obtained at:
<http://www.wida.us/standards/index.aspx>

Reporting Requirements for Identifying LEP Students

School Districts are required to meet both federal and state requirements in identifying, assessment, and management of Limited English Proficient 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 ELL program:

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

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

This report is completed by the Assistant Superintendent's 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 ELL 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 ELL students are reported on the PER02. This report is completed by the building principal or building secretary for the staff that are working in their building.

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:

- ELL/LEP status – Students that are identified ELL 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 student is an immigrant, date of entry and country of origin is required.
- Refugee Status

The building 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 District office will maintain the following information after it has been provided to them by the ELL teacher.

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

June 30th Report

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

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

Who Is Responsible for Reporting?

What responsibilities does the building secretary have in reporting?

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

What responsibilities does the ELL teacher have in reporting?

- When testing is completed they will report the W-APT assessment information to the District office.
- The date of the updated Individual Language Plan for currently enrolled students needs to be provided to the District office.
- If a student exits the program, the attainment date needs to be provided to the District office.

What responsibilities does the District office have in reporting?

The District office will maintain the master list of students that are currently enrolled in the ELL program.

The District office will maintain the STARS reporting which includes:

- W-APT Assessment Date and Score
- Assigned teacher
- Individual Language Plan Date
- Attainment Date
- Immigrant Status – Date of Entry – Country of Origin
- Refugee Status

Common Acronyms

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

BICS: Basic Interpersonal Communication Skills

CALP: Cognitive Academic Language Proficiency

ELL: English Language Learner

ELP: English Language Proficiency

LEP: Limited English Proficient

ESL: English as a Second Language

ILP: Individualized Language Plan

L1 or L2: First Language and Second Language

MODEL: WIDA-ACCESS Placement Test

NC: Newcomer

NL: Native Language

OCR: Office of Civil Rights

PL: Proficiency Level

SIOP: Sheltered Instruction Observation Protocol

SLA: Second Language Acquisition

STEEP: Success Through Entry-Level Enrichment Program (federally funded grant)

TEFL: Teaching English as a Foreign Language

TESL: Teaching English as a Second Language

UNHCR: United Nations High Commissioner for Refugees

W-APT: WIDA-ACCESS Placement Test

WIDA: World-Class Instructional Design and Assessment

APPENDICES

New Student Enrollment Form

Student Referral and Placement Form

Individual Language Plan Form

Student Exit Form