English Learner Handbook

West Fargo Public Schools

Educating today's learners for tomorrow's world.

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"The limits of my language are the limits of my world."

~Wittgenstein

Common Acronyms	
EL: English Learner	**NL:** Native Language
ELD: English Language Development	**OCR:** Office of Civil Rights
ELL: English Language Learner	**PL:** Proficiency Level
ELP: English Language Proficiency	**RSI**: Refugee School Impact (federally funded grant)
ESL: English as a Second Language	**SIOP:** Sheltered Instruction Observation Protocol
HLS: Home Language Survey	**SLA:** Second Language Acquisition
ILP: Individualized Language Plan	**SLIFE:** Student of Limited or Interrupted Formal Education
L1 or L2: First Language and Second Language	**TEFL:** Teaching English as a Foreign Language
LEP: Limited English Proficient	**TESL:** Teaching English as a Second Language
MLL: Multilingual Language Learners	**UNHCR:** United Nations High Commissioner for Refugees
NC: Newcomer	**URM:** Unaccompanied Refugee Minor
NDDPI: North Dakota Department of Public Instruction	**WIDA:** World-Class Instructional Design and Assessment

EL PROGRAM'S GUIDING PRINCIPLES

- English Learners (ELs) are everyone's responsibility.
- EL students need to be provided meaningful access to core content and curriculum
- EL students need explicit and effective English language instruction in reading, writing, listening, and speaking
- Students who come from a non-majority language, culture, racial background require instruction that is relevant to their culture and learning needs
- Social-emotional development and cognitive development are inter-related processes that contribute to their success in school and beyond.
- The cultures and languages of English Learners are a valuable resource to be leverage for schooling and classroom life not only to encourage learner agency for ELs, but to positively impact the classroom environment by offering new global perspectives.

- The EL Program uses sound theory, research-based programs and authentic evidence to inform decisions
- First and foremost, teachers must hold high expectations for their success
- Students come first!
- See West Fargo Public Schools Profile of a Graduate for further student goals: https://www.west-fargo.k12.nd.us/Page/7390

DISTRICT OVERVIEW

West Fargo Public School District is one of the fastest growing school districts in the state of North Dakota. West Fargo is a large district located in eastern North Dakota. Our total enrollment as of November 1, 2022 is 12.254 students. West Fargo is a surprisingly diverse district that has experienced rapid growth over the past 10 years. In 2008, we had approximately 370 EL students with 14 teachers. As our EL population and schools continue to grow, we have added to our EL staff. Our schools themselves are diverse with approximately seven percent of our total population as English Learners.

Quick Facts (as of 11/01/2022)			
Number of Staff	**Enrollment**	**Number of Schools**	**Most Commonly Spoken Languages**
EL Program: 38.5 full-time teachers .5 Title Coordinator .6 District EL Support/ 2 Paraprofessionals	Total EL: 886 Elementary EL: 536 Secondary EL: 350	Early Childhood Center…1 Elementary (K-5) …14 Middle School (6-8) …3 High School (9-12) …3 Community HS (9-12) …1	Somali (24% of LEP) Creoles &Pidgins (21% of LEP) Spanish (17% of LEP) Nepali (15% of LEP) Arabic (9% of LEP) Swahili (8% of LEP)

WHO ARE THE EL STUDENTS IN THE WEST FARGO SCHOOL DISTRICT?

As a community, West Fargo has developed a growing awareness of global issues and the needs of people throughout the world. In response to this growing awareness, various community, business, and religious organizations have sought to welcome people from around the world driven from their homes by violence, poverty, and disease. Those efforts have created a widely diverse EL population with over 57 language groups in the West Fargo School District.

The English Language Learners in the West Fargo School District come from four basic groups of people:

- Children who are **born in the U.S.** to parents whose first language is not English
- **Immigrants:** people who are choosing to settle in the United States
- **Refugees**: people who have been forced from their country and cannot return
- Students whose parents are **visiting** the United States for educational or business purposes

LEGISLATION ON EDUCATING & ASSESSING ENGLISH LANGUAGE LEARNERS

Guidance on Student Rights
*Link to ND DPI EL site: https://www.nd.gov/dpi/education-programs/english-learnermulticultural-education
Title VI, Civil Rights Act of 1964
ND Every Student Succeeds Act as it Relates to ELs
Title I and Title III
WEST FARGO PUBLIC SCHOOLS POLICY GABAA-AP
Look at WFPS Education of English Learner's Policy: https://www.west-fargo.k12.nd.us/cms/lib/ND02203445/Centricity/domain/122/policiesforms/administrativepolicy/g-instruction/Education%20of%20English%20Learners.pdf

ENGLISH LEARNER PROGRAM OVERVIEW

The English Learner (EL) Program provides English language instruction, supplemental curriculum materials, and other related services to students who lack the English skills needed to succeed in the core curriculum because of a non-English language background.

IDENTIFICATION, ENTRY & INITIAL PLACEMENT

Students are identified based on the following criteria:

- Home Language Surveys
- The federal Limited English Proficient (LEP) definition is met
- Review of student records
- WIDA Screener (1-12) or MODEL (K) English language proficiency level is less than the set exit criteria
    - Based on scores from this assessment, the EL program provides English language instruction accordingly. Parents and students are informed of their eligibility. A parent may decline services. If so, they must contact their child's EL case manager and complete the "Decline of Services" form.
    - Students who come from another ND school district or another WIDA state and are already identified as EL, we will use their current ACCESS score to enter them into our EL Program

Federal and State EL definitions:

Federal EL 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) (1) who is a **Native American** or **Alaska Native**, or a native resident of the outlying areas;

and

(2) 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.

Must meet either part i, ii **or** iii

Must meet either part i, ii **or** iii

If part ii, then must meet both pieces 1 and 2

State EL Definition:

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

Placement

ELs are placed in grades that are age appropriate. Elementary and middle school students are never placed in a grade level that is more than one year below his or her chronological age. The following factors will be considered when making grade placements:

The student's…

- chronological age
- educational background
- number of credits previously earned
- parent input

Assessment Procedures:

Students who are identified as LEP should be administered the ACCESS for ELLs 2.0 assessment 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.

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

- included in the statewide achievement assessment system
- identified and assessed for English language proficiency
- provided appropriate instructional services based on assessment
    - ELs who take NDAA 1 will take Alternative ACCESS
    - Accommodations are available for ELs and vary by assessment. EL case managers work with administrators and special education staff, if applicable, to determine the appropriate accommodations for each student

Certification:

- The ACCESS or SCREENER test administrator must complete online training on the WIDA website https://wida.wisc.edu/
- The ACCESSS or SCREENER scorer (if scored on site), must hold an ND EL/Bilingual Endorsement on their teaching license OR have an EL Program Plan on file with the state of ND.
- After training, test administrators must pass online quizzes (80%) for the test modules they will be administrating.

Individual Language Plans (ILP)

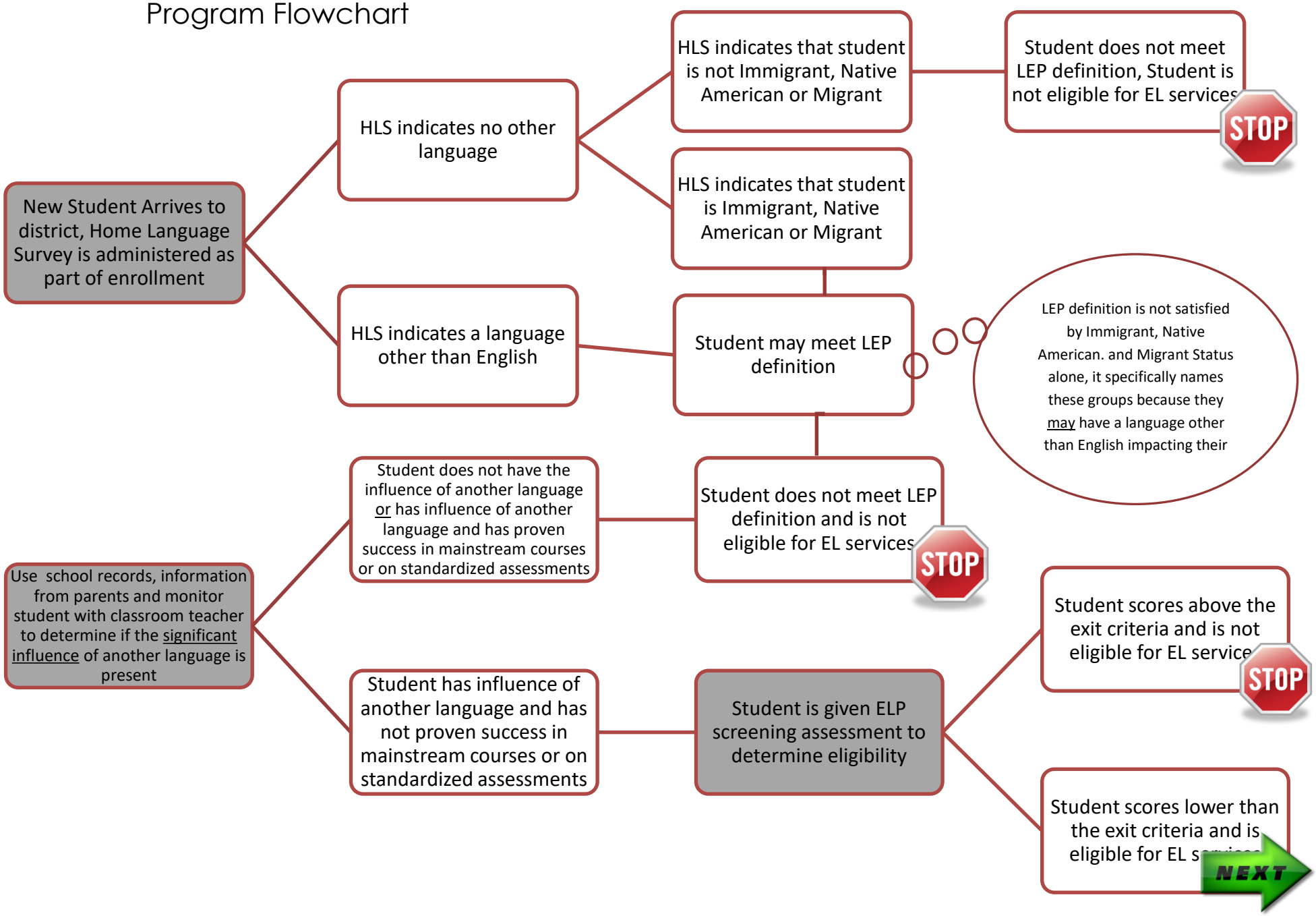
The ILP is developed and revised yearly by the EL Case Manager and is kept on file with the EL case manager. Plans are distributed to parents, general education teachers, and a copy is placed in the student's cumulative file.

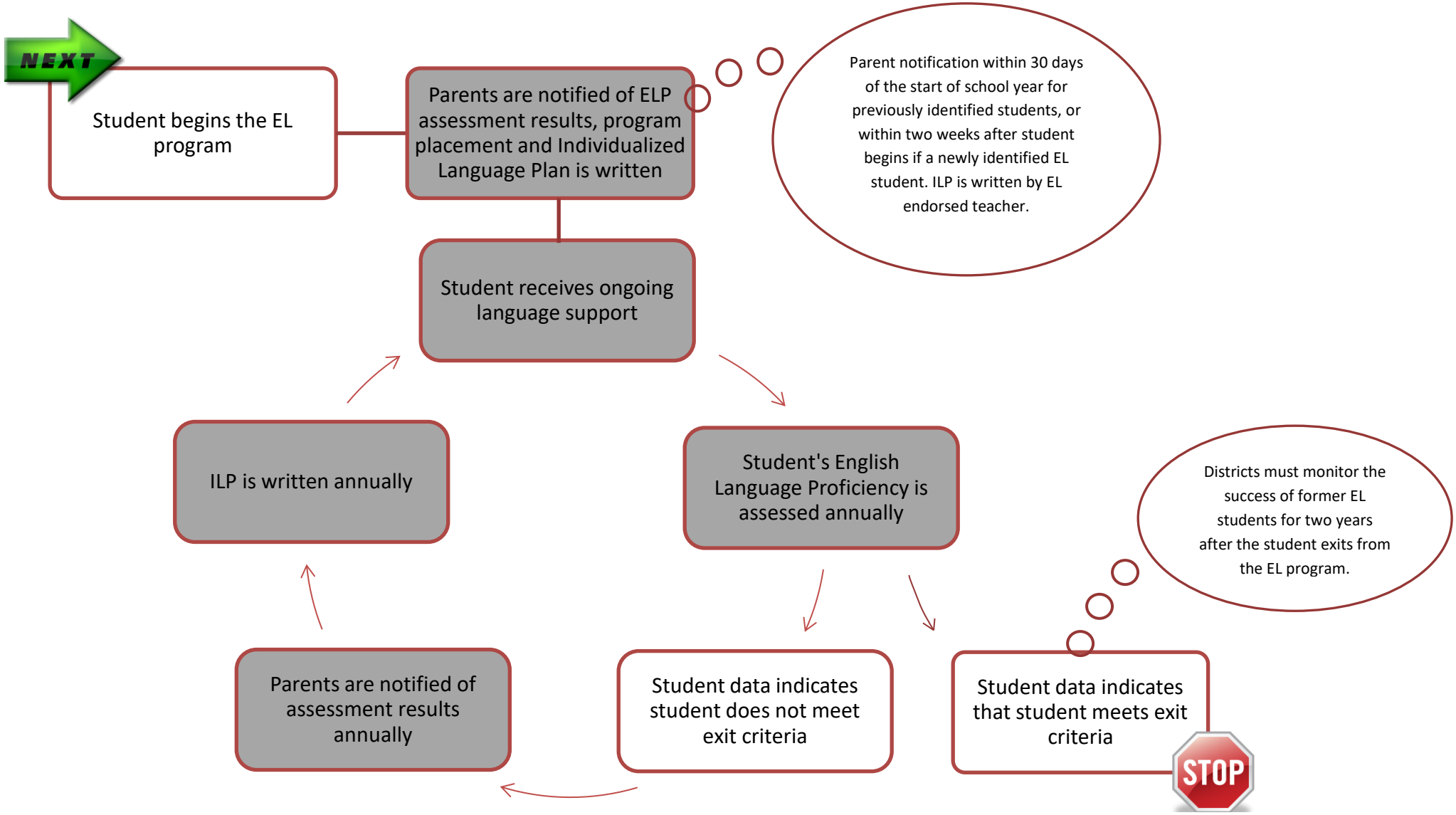
An ILP will be written each year for every LEP student. ILPs are written within 30 days of the school year beginning and within two weeks of a student enrolling after the start of the school year. Classroom teachers can expect an ILP with assessment and instructional accommodations as well as Standardized Testing Accommodations from the case manager of the EL student. Each student will also have language objectives in the core areas of English/LA, Math, Science, Social Studies, and Social and Instructional Language.

Special Education and English Learner Enrollments

EL teachers work with the Special Education teachers to ensure that students are placed into the correct program. The team uses the Case Review Form which includes Collier's Difference vs. Disability process when considering if an EL should also receive SPED services. Students who are placed in the Special Education program will also take the ACCESS or Alternate ACCESS assessment every year.

EL Student Identification and Program Flowchart





EL – English Language Learner

ELP – English Language Proficiency

ILP – Individualized Language Plan

HLS – Home Language Survey

LEP – Limited English Proficient

PROGRAM MODELS

Core Program

- All instruction is in English
- ELs may also be served by other programs and services such as Title I and/or special education
- EL student involvement in other programs does not replace EL services
- North Dakota recommends EL teacher's caseload does not exceed 40 students per EL teacher

ELPAC *recommended* daily service minutes:

English Language Proficiency Level	Recommended EL Service Minutes
Newcomer	4-6 units of English language instruction
Level 1-Entering	3-4 units of English language instruction
Level 2-Beginning	2-3 units of English language instruction
Level 3- Developing	1-2 units of English language instruction
Level 4-Expanding	1 unit of English language instruction
Level 5-Bridging & Level 6-Reaching	Up to 1 unit of English language instruction

At the Elementary level, a unit is approximately 30 minutes. At the secondary level a unit is a class period of approximately 50 minutes.

West Fargo 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.

Kindergarten & Elementary School

The elementary language acquisition programming has four different levels; Newcomer Center, pull-out, push-in, and monitor Status. The following is a description of each level of programming at the elementary level.

- Newcomer
  Students who qualify will attend the Welcome Center. The Welcome Center concentrates on the core academic areas, as well as English language development, vocabulary development, and writing. Students will also learn social skills needed in the classroom setting. Instruction is conducted in English. Units of instruction are focused on specific themes where important vocabulary is introduced, practiced, and applied.

- EL Instruction in English
  Focus is on English language development to support learning standards-based core content. This include push-in, pull-out, and structured English immersion.
  - Pull-out instruction: The EL pull-out program is accomplished by pulling students out of their classroom according to their language level. Students are pulled out during a time when they will not miss core content instruction. EL teachers use supplemental materials from the current curriculum used in the mainstream classroom.
  - Push-in instruction: The EL push-in program includes instruction in their classroom using a co-teaching and planning model. The EL teacher provides language supports within the classroom.

- Monitor Status
  Students attend a mainstream class throughout the day. The case manager will monitor the student by collaborating with the classroom teacher on the students' academic progress.

Middle & High School Programs
The Middle and High School language acquisition programming consists of Newcomer, Sheltered Instruction, Collaborative Teaching, and Monitor Status. The following is a description of each level of programming at the middle school level.

- Secondary Newcomer
  The Newcomer program concentrates on the core academic areas, as well as reading, writing, vocabulary development, speaking, and listening. Students will also learn social skills needed in the classroom setting. Instruction is conducted in English. Students who are 19-21 with limited high school credits may attend the program through the school year in which they turn 21.

- Sheltered Instruction
  Students will gain proficiency in English while learning core content in an all-English setting. Instruction is adapted to students' proficiency level and supplemented by content and language objectives, strategies, and interaction.

- EL Instruction in English
  Focus is on English language development to support learning standards-based core content. This include push-in, pull-out, and structured English immersion.

- Monitor Status
  Students attend mainstream classes throughout the day. The case manager will monitor the student by collaborating with the classroom teacher on the students' academic progress.

EL PROGRAM EXIT CRITERIA

Students must meet the state mandated criteria below to be exited from EL services.

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 subtests (listening, speaking, reading, writing);
2. NDSA Scores in ELA meeting proficient or advanced levels AND ELP composite score above 4.0 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 4.0 AND approval of the language support team including the EL teacher, special education teacher, classroom teacher, administrator, and parent(s).
6. ELs who receive a composite score of a 5.0, but score below a 3.5 on their speaking test (must have 3.5 or higher on listening, writing, and reading) AND approval of the language support

team including the EL teacher, special education teacher, classroom teacher, administrator, and parents (s).

Once exited from the EL program, student progress is monitored on a regular basis for a period of two years. During the two years, the EL team reviews grades, test scores, involvement in parent/teacher conferences, and attendance twice a year. If any of these data sources indicate that a student is struggling, the case manager will ask for additional input from the regular education teachers. After the two-year monitoring period, students will be reclassified as fully English proficient.

NEWCOMER PROGRAM (WELCOME CENTER)

A Newcomer Program is a specialized academic environment that serves newly arrived, refugee/immigrant English Learners for a ***limited period***. The Newcomer Program is for students in grades K-12. The focus of the Newcomer Program is:

- Developing basic English skills
- Initial academic literacy
- Acculturation to US Schools
- Introduction to subject area knowledge

A newcomer student is generally one who is new to the English language (scoring at or below a 2.0 on the MODEL or WIDA screener assessment), the United States or the U.S. school system within one year of arrival. (This time frame does vary at our Kindergarten level.)
Newly arrived students are held to the same accountability standards as their native English-speaking peers. These students must participate in rigorous, standards-based curricula and high stakes assessments before they master the language of instruction (Short & Boyson, 2004). Students must take tests of mathematics the year they arrive and tests of reading/Language Arts after one year in US schools. This is the minimum assessment practice. Some students also participate in science tests the year they arrive. The challenges and pressures are many for Newcomer Students and this is one reason why WFPS has implemented a Newcomer Program.

The following are the goals of the Newcomer Program:

- Provide a safe & welcoming learning environment that attends to each student's unique background and prepares each student to transition (mainstream classroom, college, or career)
- Accelerate English Language Development (Reading, Writing, Listening & Speaking)
- Deliver high-quality instruction that utilizes best practices for beginning English Language Learners in the areas of reading comprehension, vocabulary, writing, & math
- Build a foundation for long-term, socio-cultural success through supportive relationships with both students and their families

Newcomer Program Exit Criteria

The Newcomer Program provides individualized instruction to meet the students' unique educational needs. A student will transition from the Newcomer Program to their home building when:

- they have reached a proficiency level **exceeding 2.0** on the MODEL screener or ACCESS assessment,

OR

- they have completed one full academic year at The Welcome Center

Students will also be considered for transition (at designated points throughout the school year) when they show readiness in the following areas as demonstrated through a Progress Portfolio:

- ✓ Progress in reading (letters and/or letter sounds, Reading Records, unit assessments)
- ✓ Progress in writing (Steve Dunn writing samples with rubric)
- ✓ Progress in listening (MODEL)
- ✓ Progress in speaking (MODEL, SOLOM)
- ✓ Progress in math (number assessments, ND DPI assessment, daily RSA, essential standards within curriculum assessments)
- ✓ Progress in vocabulary (colors, shapes, classroom/school words, body parts, family, animals {domestic & farm}, days of the week, months of the year, seasons, food, clothing, occupation, transportation, time, money, feelings & emotions, community & home)

The Newcomer Center can be students' first exposure to many academic skills; therefore, we do not expect mastery of skills in the limited time they can remain at The Welcome Center. We do expect students to be close to mastery in some areas, including letters and sounds, along with some life and school social skills. At the time of transition, most Newcomers will not be able to demonstrate language and content proficiency which research shows can take five to seven years.

The school-based language support program will resume English language development services at the point of transition.

RESPONSIBILITIES OF EL STAFF (lists are all inclusive)

Principal

The building principal is expected to:

- Hire EL staff in collaboration with EL Coordinator and Assistant Superintendents
    - The district looks at the projected ELs at each building to determine if more staffing is required
- Supervise & evaluate building EL staff
- Supervise scheduling and activities of EL paraprofessionals
- Promote parental involvement
- Comply with ESSA
- Oversee scheduling, placement, and appropriate accommodations for EL students
- Provide input and attend meetings concerning EL students

EL Coordinator/Program Director

The Assistant Superintendents of Elementary and Secondary Education, along with the Director of Curriculum supervise the overall operation of the EL program. The EL Coordinator/Program Director is expected to:

- Assure that the goals and requirements of the program are met
- Maintain the master list of students that are currently enrolled in the EL program
- Maintain PowerSchool reporting which includes:
    - WIDA/MODEL assessment date and score/Attainment date
    - Assigning case managers
    - Individualized Language Plan date
    - Immigrant/refugee status—Date of Entry—Country of Origin
- Manage the budget
- Assist with the hiring of EL staff
- Write grants for financial support
- Prepare and submit federal and state program applications and reports

- Monitor LEP PowerSchool and PowerTeacher school data
- Coordinate programs with other existing district programs
- Oversee activities and testing materials for EL use
- Develop a scope and sequence for curriculum with vertical alignment of student proficiencies to help assure consistent student expectations and guide teachers in their instruction
- Register New American families
- Work collaboratively with state and local agencies to meet the needs of our immigrant/refugee population
- Arrange transportation for Parent/Teacher Conferences and summer school

EL Teacher

The EL teacher is expected to:

- Work with building administrative assistants to review Home Language Survey forms and information in cumulative files to determine need for screening
- Follow the EL Student Identification Flowchart and complete WIDA Screener testing
- Submit an email to the EL coordinator with all necessary information when a new student is screened or when a new student enrolls with EL identification in previous district
- Develop an Individualized Language Plan (ILP) for each student on the EL teacher's case load in cooperation with classroom teachers of EL students and their parents; ILPs are written within 30 days of the start of school and 14 days once school is in session
- Update Individual Language Plans (ILP) for currently enrolled students; the ILP date and case manager needs to be provided to the EL Coordinator
- Provide attainment date to the EL Coordinator if a student exits the program
- Assist with the enrollment of new immigrant/refugee students
- Provide direct instruction for EL students through one the Program Models outlined in this handbook
- Complete language proficiency assessments (ACCESS) and assists with accommodations with district assessments (STAR, FAST, & state assessments)
- Coordinate instruction and student needs with classroom teachers
- Provide support for classroom teachers
- Assist in coordinating interpreter services when needed
- Provide training and support for paraprofessionals and classroom teachers on appropriate EL instructional strategies
- Provide input and attend meetings concerning EL students, including IEP meetings
- Monitor EL and monitor student's grades and attendance
- Maintain EL student records
- Arrange parent & student transportation when needed

Classroom/Core Content Teacher

The classroom teacher is expected to:

- Collaborate with EL teachers to plan appropriate scaffolding and build necessary background for EL students to access grade level content
- Provide input and attend meetings concerning EL students
- Monitor EL student's grades and attendance for integrated coursework
- Work with EL Teacher to contact interpreters when information needs to be communicated to a student's family
- Ensure parents have access to translated communication when needed

- Provide core instruction and grades for those courses
- Assure that all students have the necessary course materials

Administrative Assistant

The administrative assistant in each school building is expected to:

- Review Home Language Surveys in registration forms through PowerSchool; when information on form indicates another language or country, print form for EL teacher to review
- Check new student cumulative files for any EL related information; if evidence of previous EL services exists, have EL teacher review file
- Enter New American students in PowerSchool
- Assign students a schedule in coordination with EL teachers and counselors when necessary

EL Paraprofessional

The EL paraprofessional works cooperatively, assisting the EL teacher and classroom teachers in the instruction of English 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 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 certified teachers
- Confer with the EL teacher or classroom teacher on behavior or other issues concerning individual students
- Maintain confidentiality
- Attend professional development activities as assigned

EVALUATION OF THE EL PROGRAM

The EL Coordinator and the Director of Curriculum and Instruction establish yearly goals for the EL program. These goals are monitored and evaluated. The department teachers and staff make ongoing suggestions for improvement of the program. These suggestions are evaluated and implemented as needed.

English Language Proficiency Levels (grades K-12):

Level 1: (Entering): Learner does not speak English and has little or no literacy skills in English. Success in the mainstream classroom curriculum would be impossible.

Level 2: (Beginning): Learner has some basic social language skills in English. They may have literacy and academic skills in a language other than English, but have limited academic skills in reading, writing, speaking and comprehension English. Succeeding in the mainstream classroom curriculum would be extremely difficult to impossible.

Level 3: (Developing): Learner has intermediate to basic social English language skills in English and is developing cognitive academic English but is significantly below grade level in reading and writing English. Succeeding in the mainstream classroom curriculum would be extremely difficult.

Level 4: (Expanding): Learner has nearly mastered basic social English language skills. They can interact well in a variety of social situations. The learner is expanding cognitive academic language skills in reading, writing, speaking and listening and may exhibit success in some areas and frustration in others. They can manage some areas of the mainstream curriculum without support, but not all.

Level 5: (Bridging): Learner has mastered basic social English language skills and is nearly proficient in cognitive, academic language skills in all areas including listening, speaking, reading and writing. Learner can function in most areas of the mainstream curriculum and needs support on limited occasions, when the language demands are complex, extensive use of idioms or other areas that would demand accommodations or support.

Level 6: (Attained): Learner can function successfully in the mainstream curriculum without accommodations for limited English or English Language Learner Program Support. They have age-appropriate mastery of social English language proficiency and cognitive, academic language proficiency in listening, speaking, reading and writing English and also functions at age-appropriate level of cognitive, academic language proficiency in those areas.

ELD Standards

North Dakota has adopted the WIDA's English Language Development Standards for ELs in Pre-Kindergarten through Grade 12. WIDA's vision of language development encompasses both social and academic contexts tied to schooling, particularly to standards, curriculum, and instruction. A link to the complete ELD standards can be found here:
https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf

The WIDA English Language Proficiency Standards are:

- ELP Standard 1: ELs communicate for **Social** and **Instructional** purposes within the school setting
- ELP Standard 2: ELs communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**
- ELP Standard 3: ELs communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**
- ELP Standard 4: ELs communicate information, ideas, and concepts necessary for academic success in the content area of **Science**

- ELP Standard 5: ELs communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

Grading Procedures:

Grades K-8 Standards Based Grading:

English Learners must have access to the Guaranteed and Viable Curriculum designed by the school district.

- ELs must be given the opportunity and taught to the grade level standard with necessary accommodations, that standard/category is NOT marked with an asterisk
- A specialist providing specific supplemental interventions to ELs will determine in collaboration with the core instruction teacher whether a standard/category is marked with an asterisk to indicate that instruction has been modified
    - The need for modifications for ELs is generally time-limited as ELs will be expected to increase to a level of English proficiency where only accommodations are required
- A quarterly unit guide for a sheltered instruction course (middle level) may be inclusive of accommodations to help clarify instructional practices and a scaffold of learning targets, the standard/categories on the report card are NOT marked with an asterisk
- In English Language Arts, a learner's ACCESS score will help inform the instructional level. If not in alignment with the grade level standards, achievement in the at standard/category would be marked with an asterisk accordingly
- In addition to the standard report card, a progress report addressing language instruction is an excellent form of parent communication and learner feedback

Grades 9-12 Standard Letter grades:

English Learners must have access to the core content standards, either in a sheltered classroom or a core instruction classroom. Grading for these classes is a standard letter grade. Accommodations will be provided according to the student's ILP. Students in grades 9-12 will need to complete 23 units of credit to graduate.

Components of Effective EL Instruction

The overall goal of effective EL instruction=increased comprehensibility of grade level curriculum

1. Content and language objectives explicitly identified for each lesson

2. Content and language objectives aligned with WIDA English language development standards. https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf

3. Students' prior knowledge, experiences, and cultural connections are elicited when learning new information; links are made to students' past learning as the basis for new learning

4. Context for the lesson is provided through visuals, graphic organizers, demonstrations, real objects, manipulatives, etc.

5. Lesson activities integrate all four language domains: reading, writing, listening, and speaking

6. Academic vocabulary is explicitly taught as well as new language structures

7. Opportunities for student interaction and active practice are provided when students are learning new vocabulary and content

8. Opportunities to use thinking and study skills and/or learning strategies are provided (e.g., predict, skim, summarize, classify, clarify, etc.)

9. Ongoing assessments are conducted (both formally and informally) of students' language and content learning

10. A caring and nurturing environment is created where each student feels valued, accepted and reflected in the curriculum

Practices to Avoid:

- Prior knowledge or background knowledge is assumed
- Activities/assignments require greater proficiency than students have
- Little or no value is placed on a child's native language
- Students are required to work in isolation (collaboration is more productive)
- Lessons create a cognitive overload
- Forced responses are required (Does comprehension of text need to result in a written response?)

Interpreter Information

How are interpreters utilized?

Interpreters can help facilitate communication during lectures, meetings, or other group situations. Before requesting an interpreter, keep in mind that an interpreter is typically a trained professional bound by a code of ethics. Knowing a language does not qualify a person to act as an interpreter. When possible, it is best to use a professional interpreter.

Working with an Interpreter

- **Treat the interpreter as a professional**. It is courteous to introduce the interpreter to the group and explain why he/she is attending
- **Speak directly to the student or parent, *not* the interpreter** when using the interpreter to communicate with a non-English speaking person
    - The interpreter is not part of the conversation and is not permitted to voice personal opinions or enter the conversation
    - Face the person invited for the meeting and speak to him/her in a normal manner
    - If the non-English speaking person wants the interpreter to explain something not related to the conversation, he/she is the only one who may ask the interpreter
- **Remember that the interpreter is a few words behind** the speaker
    - Give the interpreter time to finish so that the non-English speaking person can ask questions or join the discussion
- **Keep your utterances short, pausing** to permit the interpreter to speak
- **Permit only one person to speak at a time** during group discussions
    - It is difficult for an interpreter to follow several people speaking at once
    - Ask for a brief pause between speakers to permit the interpreter to finish before the next speaker starts

Types of Language Assistance

- Oral Interpretation: either in person or via telephone
- Written Translation: from entire documents to short description and signs

How to Contact Interpreters

- All EL teachers and building Administrative Assistants have access to the interpreter lists as well as an online interpreter request service
- Visit with an EL teacher in your school for an updated interpreter contact list or for support with utilizing the online interpreter request service

Who can Contact Interpreters?

- Any school personnel who has a need for an interpreter may contact an interpreter

Frequently Asked Questions:

1. How can I create a welcoming environment for our students?

- Learn the correct pronunciation of your students' name
- Have everyone in the class introduce themselves and where they are from (may want to use a map to show countries)
- Make sure students know the schedule and basic school rules
- Have culturally diverse pictures and posters in the room
- Have picture dictionary and bilingual dictionaries available to students to use
- Assign a student (if possible, a student who speaks the same language) to give the student a tour, take him/her to classes, lunch, show where restrooms are located, how to open a locker, etc.
- Make sure student has someone to eat lunch with
- Teach about drills (students from war-torn countries may relate them to bomb raids, etc.)
- Introduce new student to class in a positive way, as speakers of their natural languages

2. What are some tips for speaking with EL students?

- Say only one idea per sentence
- Wait 5 to 7 seconds after asking a question – give time to process
- Have the listener repeat what you have said
- Avoid reductions in English – "gonna, wanna, didja, cuz"
- Avoid sarcasm
- If idioms are used, they should be explained ("Take a seat.")
- Don't speak louder if students don't understand
- Try rephrasing/use visual cues
- Frequently check for understanding
- Be aware that "Yes" means "Yes, I hear your question," Not "Yes, I understand"

3. What are the needs of EL students in the general education classroom?

- Become familiar with the student's cultural background
- Greet them with a smile and learn the correct pronunciation of their name
- Have classroom supplies and materials to give to students such as pencil, notebook, folder, calculators, etc.
- Explain as well as give them a written explanation of classroom expectations
- Verbal and written directions for all assignments with one instruction per line
- Assign another student to classify classroom procedures and where materials can be found
- Be aware that many new students go through a "silent period" during this time it is important to allow students to absorb language and not put them on the spot
- Label unfamiliar objects in the classroom or hang posters that depict unfamiliar objects and terms
- Teach students to ask questions
- Ability to speak English does not mean the student is able to work academically in English Basic Interpersonal Communication Skills (BICS) takes about two years to develop while Cognitive Academic Language Proficiency (CALP) may take five to ten years to develop

4. What should classroom management look like?

- Routine is important for students to feel comfortable and ready to learn
- Make expectations clear both verbally and in writing

- Teach American classroom norms explicitly (i.e. emphasis on participation, asking questions, definition of cheating)
- Understand and respect the fact that some students may not make eye contact due to their cultural norms

5. What are some instructional modifications or approaches I can use in the classroom?

- Build on or provide background knowledge
- Use visuals
- Use models or samples of finished products so students know what is expected of them
- Word banks
- Graphic organizers
- Manipulatives
- Limit new vocabulary in each lesson
- Have students draw illustrations to support vocabulary
- Teach reading strategies – survey the book, teach book components, prediction, turn headings into questions, etc.
- Use cooperative learning groups
- Peer tutoring
- Teach test taking strategies
- Scaffolding information- teaching from what is known to unknown
- Use highlighted textbooks
- Provide choices for assignment
- Reduce length of homework assignments
- Make sure students clearly understand the directions of any homework assignment and will be able to do it independently (most likely they won't have someone to ask for help or clarification at home)

6. How do I grade an EL student?

- Use alternative assessments that are not highly dependent on academic language ability, so students can demonstrate real learning:
    - Portfolios
    - Oral Presentations
    - Allow students to do projects instead of papers
    - If applicable; allow students to use illustrations to demonstrate knowledge of learning
- Modify assignments and assessments so that the student can have success
    - Read tests orally to students
    - If using multiple choice, limit the choices
    - Avoid using T/F choices
    - Use open ended questions so students can explain what they have learned
- Use Standards Based Grading
    - Refer to the proficiency scales for each grade level

7. How can I best work with an EL student's family?

- Encourage native language at home
    - Cognitive growth in their native language helps children develop academic language in English
- Encourage parents to develop literacy skills in their native language
- Parents and students do not want to lose their native culture

Appendices

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West Fargo Public Schools

Home Language Survey

Student Name: _____ Student's Grade: _____

Student's School: _____ Date: _____

The U.S. Office of Civil Rights requires schools identifying possible English Learner (EL) students during enrollment. This Home Language Survey (HLS) is used as a tool to determine if your child is eligible for language support services. If a language other than English is used by you or your child and your child meets the English Learner (EL) definition, the school may give your child an English Language Proficiency Assessment. The school will share the results of the assessment with you.

What **language(s)** are spoken at home? _____

What language(s) do **you** use the most to speak to your child? _____

What language(s) does **your child** use the most at home? _____

What language(s) did **your child** learn when he/she **first** began to talk? _____

List other language(s) that **your child** has used with a **grandparent or caretaker**: _____

If available, what language do you prefer to receive information from the school? _____

Has your child ever been in an English as a Second Language (ESL or ELL) Program? **Yes** **No**

Put an **X** in the boxes on the top line to show the school grade your child has attended in the United States. Put an **X** in the boxes on the bottom line to show the school grades that your child attended in another country.

School	**Grade**													
Grade level attended inside the U.S.	**PreK**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Grade level attended outside the U.S.	**PreK**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**

If your child has attended school outside of the United States:

In which country or countries did your child attend school? _____

Which language or languages did your child learn in school? _____

This form also asks for information used by other programs to help your child in school. You are not required to answer these questions; however, if you circle yes or no for questions 1-3, your child may qualify for additional services.

Refugee Student:

1. Would your child be considered a newly arrived refugee student? **Yes** **No**

Schools in North Dakota apply for a Refugee School Impact Grant to provide services for newly arrived refugee students. A refugee student left their home country due to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership in a particular social group, or political opinion and has fled to another country to be resettled. Newly arrived is defined as within the last three years.

Immigrant Student:

2. Would your child be considered an immigrant student? **Yes** **No**

Immigrant students are mentioned specifically in the English Learner definition and may qualify for EL services. Additionally, students who have attended schools in the U.S. for three years (3) or less may qualify for additional services.

If yes, please list the country _____ **and** U.S. entry date (mm/dd/yy) _____/_____/_____

(For refugee students, this is the country you originally fled, not the country you lived in most recently.)

Native American or Alaska Native student:

3. Would your child be considered a Native American or an Alaska Native student? **Yes** **No**

Native American and Alaska Native students are mentioned specifically in the EL definition and may qualify for EL services.

English Learner Program (EL)
West Fargo Public Schools

Notification of Program Eligibility: (Entrance / Continuation / Exit) circle one

School: _____ Date: _____
Dear Parent/Guardian of: _____,

Title III Section 3302 a 1

According to information you provided as well as an English language proficiency assessment, your child:

- ☐ Is identified and eligible for EL services.
- ☐ Is qualified to continue EL services.
- ☐ Does not qualify for EL services because…
  - ☐ The student was formerly limited English proficient and is now English proficient. The student reads, speaks, and comprehends English in academic classroom settings. The student is exited from the EL program and will be monitored for continued academic success for 2 years.
  - ☐ The student was never classified as limited English proficient and does not fit the definition of limited English proficient outlined in state or federal law.

Title III Section 3302 a 2

In West Fargo Public Schools, Title III/EL Program eligibility is determined by Language Proficiency, which is assessed on a **scale of 1-6**. On the English language proficiency test, **your child tested at a level _____** on the **ACCESS, Alternate ACCESS, MODEL or WIDA Screener.** Below is an explanation of the levels.

English Language Proficiency Levels (grades K-12)

Level 1	Entering	The student knows and uses minimal social language and minimal academic language with visual support.
Level 2	Beginning	The student knows and uses some social English and general academic language with visual support.
Level 3	Developing	The student knows and uses social English and some specific academic language with visual support.
Level 4	Expanding	The student knows and uses social English and some technical academic language.
Level 5	Bridging	The student knows and uses social and academic language working with grade level material.
Level 6	Reaching	The student knows and uses social and academic language at the highest level measured by this test.

Title III Section 3302 a 6

To exit from the EL program, students must score a minimum of **5.0 Overall** with at least a **3.5** on each subtest (**Reading**, **Writing**, **Listening** and **Speaking**). A number of factors determine the rate of progress in the EL program, but it can take up to 7 years to exit the program. Your child's anticipated graduation year is _____.

Title III Section 3302 a 3

The school offers the following programs to help your child develop English language proficiency:

Pull-out language support Push-in language support Sheltered Instruction Other(s) _____

Title III Section 3302 a 5

This program will help meet your child's language development needs by assisting your child with English language development in order for your child to meet the challenging academic standards in the mainstream classroom.

Title III Section 3302 a 4

In ND, an **Individual Language Plan (ILP)** is required to address your child's specific strengths and needs:

- ☐ ILP is Attached (entrance or continuation)
- ☐ Not applicable – student does not qualify
- ☐ ILP will be written (entrance or continuation)
- ☐ Not applicable – student is exiting

Title III Section 3302 a 7

If your child also qualifies for Special Education services, the EL teacher will be part of the IEP team in order to ensure that the EL programming is working to help meet the objectives of the IEP.

Title III Section 3302 a 8

Parents/guardians have the right to decline **services**, but annual language proficiency **assessment** remains a district responsibility. If services are declined, an ILP is written to address the student's linguistic needs in the regular education setting. The EL decline of services form must be signed, dated, and returned to the school.

West Fargo Public Schools

Individualized Language Plan (ILP) &
Notification of Program Eligibility

This ILP gives detailed information about your student, his/her background, and his/her English language proficiency (ELP).

Student Name:	**Birthdate:**	**ILP Date:**
School: Choose an item.	**SLIFE? Yes ☐ No ☐**	**Grade:** Choose an item.
Native Language:	**US Entry Date: (if not US born)**	**Expected Grad:** Choose an item.
Country of Origin:	**Case Manager:**	**ND LEP Start Date:**

According to the information you provided on the Home Language Survey as well as the results of an English Language proficiency assessment, your child:

☐ is identified and eligible for EL services (MODEL Score:)
☐ is qualified to continue EL services (ACCESS Score: **2.5**)
☐ does not qualify for EL services.

The goal of EL services is to help your child speak, listen, read and write English more proficiently, achieve academic success, and acquire cultural competency.

In the West Fargo Public School District, Title III eligibility and/or Language Proficiency is assigned on a **scale of 1.0-6.0.** On the following pages is an explanation of the levels.

If your child also qualifies for Special Education services, the EL teacher will be part of the IEP team in order to ensure that the EL programming is working to help meet the objectives of the IEP.

Parents/Guardians have the right to decline services, but annual English language proficiency assessment remains a district responsibility. If services are declined, an ILP is written to address the student's linguistic needs in the regular education setting. The EL decline of services form must be signed, dated, and filed.

If you have any questions, please feel free to contact the EL teacher below.

Language Support Team NDAC § 67-28-01-05(1)	
EL Teacher/case manager (required) Name: Signature:	Administrator or designee (required) Name: Signature:
Classroom Teacher Name:	Parent (invitation required) Name:

Signature:	Signature:

English Proficiency	Description
☐ **1—Entering:**	Knows and uses minimal social language and minimal academic language with visual support
☒ **2—Emerging**	Knows and uses some social English and general academic language with visual support
☐ **3—Developing:**	Knows and uses social English and some specific academic language with visual support
☐ **4—Expanding:**	Knows and uses social English and some technical academic language
☐ **5—Bridging:**	Knows and uses social and academic language working with grade level material
☐ **6—Attained:**	Knows and uses social and academic language at the highest level measured on this test

To Exit from an EL program, ELs will have reached the minimum level of a 5.0 Overall Proficiency Level on the ACCESS test with at least a 3.5 proficiency level in each area of Reading, Writing, Speaking and Listening.

Student English Language Proficiency Needs NDAC § 67-28-01-05(1)					
ACCESS	**Initial SCREENER Scores**	**Previous Year ACCESS Scores**		**Most Recent ACCESS Scores**	
Date:		**2021**		**2022**	
LISTENING:	**( )**	**4.6**	**(385)**	**6.0**	**(453)**
SPEAKING:	**( )**	**4.4**	**(393)**	**4.4**	**(403)**
READING:	**( )**	**2.6**	**(349)**	**3.1**	**(369)**
WRITING:	**( )**	**3.7**	**(350)**	**1.0**	**(188)**
Overall Score:	**( )**	**3.7**	**(361)**	**2.5**	**(323)**
Annual Expected Growth	Student met this year's expected annual growth goal? Yes ☐ No ☒				

English Learners (EL) students are expected to reach full English language proficiency (ELP) and exit the EL program within two to six years of their first annual (baseline) ACCESS assessment in North Dakota. See the table below to better understand expected annual growth in ELP. North Dakota requires a student to get an overall composite score of a 5.0 and at least a 3.5 score in each language domain (listening, speaking, reading, writing).

Students begin their path towards full ELP based on their baseline ACCESS score. This is the 2017 ACCESS test composite score if they took it which is the first year the ACCESS 2.0 test was given. Otherwise it is the first ACCESS test composite score from any subsequent year. Student growth is measured the following year when the student takes their second annual ACCESS assessment.

Students with Limited or Interrupted Formal Education (SLIFE) are students who have missed more than two years of education compared to their peers. SLIFE students may not be expected to make the same English language growth gains. North Dakota is currently collecting data on how being a SLIFE affects reaching full ELP.

Composite Proficiency Level on Baseline ACCESS	Expected # of Years to Reach Full English Language Proficiency
1.0-1.9	**6 years after baseline (annual growth of .5 to .75 expected)**
2.0-2.9	**5 years after baseline (annual growth of .5 to .75 expected)**
3.0-3.9	**4 years after baseline (annual growth of .3 to .5 expected)**
4.0-4.9	**3 years after baseline (annual growth of .3 to .5 expected)**
5.0-6.0	**2 years after baseline (annual growth of .3 to .5 expected)**

Student Language Growth Chart

Language Goals and Objectives For

Student Name: **Birthdate:** **ILP Date:**

Checked boxes below indicate examples of student abilities at their tested language proficiency. Student's goals are to move to the next level.

	☐ ***Level 1***	☐ ***Level 2***	☐ ***Level 3***	☐ ***Level 4***	☐ ***Level 5***	☒ ***Level 6***
LISTENING	• Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally • Match everyday oral information to pictures, diagrams, or photographs • Group visuals by common traits named orally (e.g., "These are polygons.") • Identify resources, places, products, figures from oral statements, and visuals	• Match or classify oral descriptions to real-life experiences or visually represented, content-related examples • Sort oral language statements according to time frames • Sequence visuals according to oral directions	• Evaluate information in social and academic conversations • Distinguish main ideas from supporting points in oral, content-related discourse • Use learning strategies described orally • Categorize content-based examples described orally	• Distinguish between multiple meanings of oral words or phrases in social and academic contexts • Analyze content-related tasks or assignments based on oral discourse • Categorize examples of genres read aloud • Compare traits based on visuals and oral descriptions using specific and some technical language	• Interpret cause and effect scenarios from oral discourse • Make inferences from oral discourse containing satire, sarcasm, or humor • Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) • Evaluate intent of speech and act accordingly	Grade level
	☐ ***Level 1***	☐ ***Level 2***	☐ ***Level 3***	☐ ***Level 4***	☐ ***Level 5***	☐ ***Level 6***
SPEAKING	• Answer yes/no or choice questions within context of lessons or personal experiences • Provide identifying information about self • Name everyday objects and pre-taught vocabulary • Repeat words, short phrases, memorized chunks of language	• Describe persons, places, events, or objects • Ask WH- questions to clarify meaning • Give features of content based material (e.g., time periods) • Characterize issues, situations, regions shown in illustrations	• Suggest ways to resolve issues or pose solutions • Compare/contrast features, traits, characteristics using general and some specific language • Sequence processes, cycles, procedures, or events • Conduct interviews or gather information through oral interaction • Estimate, make predictions or pose hypotheses from models	• Take a stance and use evidence to defend it • Explain content-related issues and concepts • Compare and contrast points of view • Analyze and share pros and cons of choices • Use and respond to gossip, slang, and idiomatic expressions • Use speaking strategies (e.g., circumlocution)	• Give multimedia oral presentations on grade-level material • Engage in debates on content-related issues using technical language • Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.") • Negotiate meaning in pairs or group discussions	Grade level

Language Goals and Objectives For (cont.)

Student Name: **Birthdate:** **ILP Date:**

Checked boxes below indicate examples of student abilities at their tested language proficiency. Student's goals are to move to the next level.

	☐ ***Level 1***	☐ ***Level 2***	☐ ***Level 3***	☐ ***Level 4***	☐ ***Level 5***	☐ ***Level 6***
READING	• Match visual representations to words/phrases • Read everyday signs, symbols, schedules, and school-related words/phrases • Respond to WH- questions related to illustrated text • Use references (e.g., picture dictionaries, bilingual glossaries, technology)	• Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) • Classify or organize information presented in visuals or graphs • Follow multi-step instructions supported by visuals or data • Match sentence-level descriptions to visual representations • Compare content-related features in visuals and graphics • Locate main ideas in a series of related sentences	• Apply multiple meanings of words/phrases to social and academic contexts • Identify topic sentences or main ideas and details in paragraphs • Answer questions about explicit information in texts • Differentiate between fact and opinion in text • Order paragraphs or sequence information within paragraphs	• Compare/contrast authors' points of view, characters, information, or events • Interpret visually- or graphically-supported information • Infer meaning from text • Match cause to effect • Evaluate usefulness of data or information supported visually or graphically	• Interpret grade-level literature • Synthesize grade-level expository text • Draw conclusions from different sources of informational text • Infer significance of data or information in grade-level material • Identify evidence of bias and credibility of source	Grade level
	☐ ***Level 1***	☐ ***Level 2***	☐ ***Level 3***	☐ ***Level 4***	☐ ***Level 5***	☐ ***Level 6***
WRITING	• Label content-related diagrams, pictures from word/phrase banks • Provide personal information on forms read orally • Produce short answer responses to oral questions with visual support • Supply missing words in short sentences	• Make content-related lists of words, phrases, or expressions • Take notes using graphic organizers or models • Formulate yes/no, choice and WH- questions from models • Correspond for social purposes (e.g., memos, e-mails, notes)	• Complete reports from templates • Compose short narrative and expository pieces • Outline ideas and details using graphic organizers • Compare and reflect on performance against criteria (e.g., rubrics)	• Summarize content-related notes from lectures or text • Revise work based on narrative or oral feedback • Compose narrative and expository text for a variety of purposes • Justify or defend ideas and opinions • Produce content-related reports	• Produce research reports from multiple sources • Create original pieces that represent the use of a variety of genres and discourses • Critique, peer-edit and make recommendations on others' writing from rubrics • Explain, with details, phenomena, processes, procedures	Grade level

Standardized Assessment Accommodations NDAC § 67-28-01-05 (2)(f)			
ACCESS for ELLs 2.0 Accommodations must be assigned to student using WIDA DRC Testing Site.		**STAR Math, Reading, and Early Literacy** Request accommodations be activated by School-Site Test Coordinator.	
☐	Manual control of item audio (L,S,W)	☐	Simplify test directions
☐	Repeat item audio (L,S,W)	☐	Math test questions & options read verbatim
☐	Human reads response options aloud (L)	☐	Extended time on test items
☐	Human repeats response options 1x (L)	☐	No accommodations Needed
☐	Human reads test items aloud (L, S, W)	**ACT** Test Accommodations Administrator must apply for these accommodations by dates set by ACT and the state.	
☐	Human repeats test items (L -1x, S, W)	☐	EL Accommodations Needed (Check all the apply): ☐Extended time -Time Code 6 ☐Approved Word-to-Word Bilingual Dictionary ☐Small Group Testing Environment
☐	Scribed response (L, R, W)		
☐	Record responses: student transcribes (R, W)		
☐	Respond to test items with assistive tech		
☐	Administer in non-school setting	☐	No Accommodations Needed
☐	Extended speaking test response time	**NDSA Science** Please note that any accommodations selected must be entered in the TIDES system.	
☐	Extended testing time within a school day	☐	Simplify, clarify, paraphrase test directions
☐	Extended test domain over multiple days	☐	Read aloud test items and answer choices verbatim (don't read RLA passages aloud) ☐ Embedded text-to-speech ☐Human Reader
☐	Large-print version of test		
☐	Braille (L, R, W)		
☐	Interpreter signs test directions in ASL	☐	Bilingual word-to-word dictionary use
☐	No Accommodations Needed		

Appropriate Instructional Strategies NDAC § 67-28-01-05 (2)(e) **(check all the apply)**		**Appropriate Assessment Accommodations** NDAC § 67-28-01-05 (2)(f) **(check all that apply)**	
☐	Sentence and Paragraph frames	☐	Do not use "none of the following except"
☐	Limit/highlight/pre-teach/re-teach vocabulary	☐	No True/False questions
☐	Modify linguistic complexity	☐	Correlate study guides directly with tests
☐	Add visual support	☐	Only 3 options on multiple choice
☐	Small-group instruction or peer work	☐	Use word bank chunks (5 words or less; 1x/word)
☐	Printing accepted (no cursive)	☐	Write answers directly on test (no scantrons)
☐	Clozed or Skeleton Notes	☐	Examples of test items and tasks
☐	Slow down and repeat instructions	☐	Read aloud test if student chooses
☐	Provide oral and written directions	☐	Allow extra time
☐	Gradual release: I do, we do, you do	☐	Add visual support
☐	Closed captions where fitting and appropriate	☐	Preferential seating
☐	Graphic Organizers	☐	Simplify vocabulary syntax
☐	Provide Examples	☐	Simplify test directions
☐	Preferential Seating	☐	Opportunity to edit/revise written work before grading
☐	Provide support while using technology	☐	Click or tap here to enter text.
☐	Provide access to online diction or translation tools	☐	Click or tap here to enter text.

☐ No accommodations	☐ No accommodations

Specialized Language Instruction NDAC § 67-28-01-05 (2) (c)		Course Name	Service Provider and Minutes
☐	Sheltered Instruction		
☐	Co-Teaching		
☐	Newcomer /Immersion Center		

Related Services NDAC § 67-28-01-05(2)(d)	
☐**Special Education (** ☐ **IEP/** ☐**504)** **Case manager if IEP** Click or tap here to enter text. ☐**Tutorial/Vocational Resource**	☐**MTSS/Intervention Program** **specify:** ☐**Other (specify)** Click or tap here to enter text.
STAR Test Results (Most Recent)	
STAR Reading SS: Percentile:	**STAR Math SS: Percentile:**
English Learners ND Normative Charts for Reading and Math	
Reading Following Most Recent ACCESS Assessment	
Math Following Most Recent ACCESS Assessment	

West Fargo Public Schools EL Program Models

Core Program

All classroom instruction is in English.

- ELs may also be served by other programs and services such as Title I and/or Special Education.
- EL student involvement in other programs does not replace EL services.

Newcomer Services

The Welcome Center for Newcomers concentrates on the academic areas of reading, writing, vocabulary development, speaking, and listening. Students will also learn social skills needed in the classroom setting. Instruction is conducted in English. Units of instruction are focused on specific themes where important vocabulary is introduced, practiced, and applied.

Pull-Out Instruction

The EL pull-out program is accomplished by pulling students out of their classroom according to their language level. Students are pulled out during a time when they will not miss core content instruction. EL teachers use supplemental materials from the current curriculum used in the mainstream classroom.

Push-In Instruction

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 EL teacher and paraprofessional.

Sheltered Instruction

Students will gain 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.

Collaborative Teaching

Specialized teachers will work with strategists to modify the curriculum taught to fit the needs of the students.

Monitor Status

Students attend mainstream classes throughout the day. The case manager will monitor the student by collaborating with the classroom teacher on students' academic progress.

West Fargo Public Schools

Individualized Language Plan (ILP) &
Notification of Program Eligibility

This ILP gives detailed information about your student, his/her background, and his/her English language proficiency (ELP). This information is helpful in order to better teach your ELL student.

Student Name: First Last		**ILP Date:**
School:		**Grade:** Grade
Native Language:	**US Entry Date:** **(if not US born)**	**Expected Grad:** 9999
Country of Origin:	**Case Manager:**	**ND LEP Start Date:**

According to the information you provided on the Home Language Survey as well as the results of an English Language proficiency assessment, your child:

- ☐ is identified and eligible for ELL services (MODEL Score:)
- ☐ is qualified to continue ELL services (ACCESS Score: **2.5**)
- ☐ does not qualify for ELL services.

The goal of ELL services is to help your child speak, listen, read and write English more proficiently, achieve academic success, and acquire cultural competency.

In the West Fargo Public School District, Title III eligibility and/or Language Proficiency is assigned on a **scale of 1.0-6.0.** On the following pages is an explanation of the levels.

If your child also qualifies for Special Education services, the EL teacher will be part of the IEP team in order to ensure that the EL programming is working to help meet the objectives of the IEP.

Parents/Guardians have the right to decline services, but annual English language proficiency assessment remains a district responsibility. If services are declined, an ILP is written to address the student's linguistic needs in the regular education setting. The ELL decline of services form must be signed, dated, and filed.

If you have any questions, please feel free to contact the ELL teacher below.

Language Support Team	
ELL Teacher/case manager (required) Name: Signature:	Administrator or designee (required) Name: Signature:
Classroom Teacher Name: Signature:	Parent (required) Name: Signature:

Name:	**Student Name:**	**Birthdate:**	**Grade:** Grade	**Date:**

Proficiency	Description
☐ **A1—Initiating:**	Uses body movements to communicate changes in expression.
☐ **A2—Exploring:**	Uses different sounds and gestures to communicate, words associated with routine interactions.
☐ **A3—Engaging:**	Patterns associated with common social situations, statements, and routines.
☐ **1—Entering:**	Knows and uses general content words, everyday social and instructional words.
☐ **2—Beginning:**	Knows/uses general content, social and instructional words/phrases, emerging expression of ideas.
☐ **3—Developing:**	Knows and uses social English and some specific academic language with visual support.

To Exit from an ELL program, ELLs will have reached the minimum level of a 5.0 Overall Proficiency Level on the ACCESS test with at least a 3.5 proficiency level in each area of Reading, Writing, Speaking and Listening.

Historical Data

Alternate ACCESS	MODEL	Historic Alt. ACCESS Scores	Recent Alt. ACCESS Scores
Date:			
LISTENING:	( )	( )	( )
SPEAKING:	( )	( )	( )
READING:	( )	( )	( )
WRITING:	( )	( )	( )
Overall Score:	( )	( )	( )

AIMSweb

R-CBM

_____

per minute

☐ **Intensive**
☐ **Strategic**
☐ **Benchmark**

STAR

	Math		Reading
SS	_____	**SS**	_____
%ile	_____	**%ile:**	_____

Comments:

Language Goals and Objectives for

Student Name: **Birthdate:** **ILP Date:**

Checked boxes below indicate examples of student abilities at their tested language proficiency. Student's goals are to move to the next level.

	☐ ***Level A1***	☐ ***Level A2***	☐ ***Level A3***	☐ ***Level P1***	☐ ***Level P2***	☐ ***Level P3***
LISTENING	• Attend to teacher's commands, questions, statements, or social courtesies. • Attend to teacher reading narrative or expository materials. • Attend to oral explanations of illustrated mathematic concepts. • Attend to discourse regarding weather patterns, natural forces, states of matter, or other science topics. • Attend to speaker as map symbols or trade routes are explained using visual support.	• Attempt appropriate body or facial gestures to respond to commands, questions, statements, or social courtesies. • Identify main characters, familiar objects, and places in orally presented stories. • Select illustrations of mathematical concepts given oral directives. • Match pictures of specific items related to weather patterns, natural forces, states of matter, or other science topics. • Match map symbols related to trade routes based on oral input using visual support.	• Imitate responses to one step commands or questions modeled by teacher. • Match story elements/ characters with key oral descriptor words. • Identify characteristics of illustrated mathematics concepts given oral directives. • Categorize weather patterns, natural forces, states of matter, or other science topics. • Locate map symbols related to trade routes based upon verbal descriptions including one adjective using visual support.	• Follow one-step oral commands supported visually or modeled. • Match oral statements from narrative or expository material to their illustrated representations. • Mark position/ location of numbers or illustrated objects from oral commands (e.g., "top," "bottom," "middle"). • Identify examples of states of matter from oral statements with visual support. • Identify information on trade routes from oral statements supported graphically or visually (e.g., points on timelines or icons on maps).	• Follow two-step oral commands supported visually or modeled (e.g., "Please open your book and point to a picture."). • Determine literal meanings of oral passages from narrative or expository material and match to illustrations. • Identify comparative quantities of numbers or illustrated objects from oral commands or questions (e.g., "most," "least"). • Distinguish among examples of states of matter from oral statements and visual support. • Arrange information on trade routes from oral directions supported visually or graphically (e.g., timelines, graphs, charts, maps).	• Follow multi-step oral commands supported visually or modeled (e.g., "I'm asking you to close your book, put it in your desk and get in line."). • Project next in a sequence from oral discourse on narrative or expository material supported by illustrations. • Match general language associated with descriptive statistics to illustrated oral examples. • Identify series of changes in states of matter based on oral descriptions and visual support (e.g., from liquid to steam, back to liquid). • Order or sequence information on trade routes from oral directions supported visually or graphically.
S	☐ ***Level A1***	☐ ***Level A2***	☐ ***Level A3***	☐ ***Level P1***	☐ ***Level P2***	☐ ***Level P3***

	• Vocalize in response to questions about family members. • Vocalize when presented with pictures of familiar objects, characters, or places from stories. • Vocalize in response to yes/no questions about math concepts using visual support. • Vocalize in response to questions about body parts using visual support. • Vocalize when presented with pictures of explorers.	• Repeat first sounds of family member's names. • Repeat sounds or syllables from names of familiar objects, characters, or places from stories. • Repeat sounds/ syllables of math concepts using visual support. • Repeat sounds/ syllables from labels of body parts. • Repeat sounds or syllables from words related to explorers.	• Repeat names of family members. • Repeat names of familiar objects, characters, or places from stories. • Repeat names of math concepts using visual support. • Repeat labels of body parts. • Repeat words related to explorers.	• Produce words in response to WH questions about self from picture prompts and models. • Answer WH- questions to distinguish between pictures of real and imaginary people, objects or situations. • State words in figures or formulas from illustrated examples (e.g., X in 3 X 5 says "times"). • Answer questions that name basic parts of systems depicted visually and modeled (e.g., "Your arm is a bone. What is another bone?"). • Provide information about explorers depicted in illustrated scenes.	• Produce phrases in response to short personal, open-ended questions from picture prompts. • Describe pictures of imaginary people, objects or situations. • Use general vocabulary in math sentences from illustrated examples (e.g., "You times three by five."). • Classify or give examples of parts of systems depicted visually (e.g., "Heart and blood go together."). • Give examples of what explorers do or did from illustrated scenes.	• Use sentences to provide information about self or opinions in response to picture prompts. • Provide details of pictures of imaginary people, objects or situations. • Relate multiple uses of specific vocabulary in illustrated math sentences (e.g., "How many are left when you take away?" "Which number is to the left?"). • Describe functions of systems or their parts using visual support. • State reasons for exploration from maps, charts or timelines.

Language Goals and Objectives for

Student Name: **Birthdate:** **ILP Date:**

(cont.)

Checked boxes below indicate examples of student abilities at their tested language proficiency. Student's goals are to move to the next level.

READING

☐ ***Level A1***	☐ ***Level A2***	☐ ***Level A3***	☐ ***Level P1***	☐ ***Level P2***	☐ ***Level P3***
• Attend while teacher reads about leisure activities. • Attend to book while teacher reads stories with main ideas. • Attend to numerals or math symbols as teacher identifies them. • Attend to labeled pictures or photos of scientific objects. • Attend to visuals and text of places or historical figures.	• Match drawings of pictures from stories with real objects. • Match pictures from stories with real objects. • Match numerals or math symbols based on oral or text input. • Match labeled pictures or photos of scientific objects. • Sort matching visuals of places or historical figures.	• Match beginning letters to words of socially related topics (baseball bat to baseball game). • Identify beginning letters of drawings or items from stories. • Indicate symbols specific to individual mathematic concepts. • Match labeled drawings or real representations or • photographs of scientific objects to their initial letters. • Match labels of place names or historical figure names to identical labels.	• Select general themes related to leisure activities from pictures and words or phrases (e.g.., "Play ball."). • Find identifying information illustrative of main ideas from illustrations, words or phrases. • Identify large whole numbers from pictures and models (e.g., "This number has 7 places."). • Match labeled pictures representing earth materials with vocabulary (e.g., "Which one is a rock?"). • Match examples of historical events with illustrations and labels.	• Locate information in visually or graphically supported text on leisure activities (e.g., soccer schedule). • Sort main ideas and details from sentences using visual support and graphic organizers. • Identify large whole numbers from pictures or models and phrases or short sentences. • Sort descriptive phrases according to pictures of earth materials. • Identify features, people or historical events depicted in illustrations and phrases.	• Identify overall message from visually or graphically supported examples of leisure activities. • Match main ideas with their details from paragraphs using visual support and graphic organizers. • Sort examples of large whole numbers from pictures or models and text (e.g., those more than and less than one thousand). • Differentiate among earth materials using charts, tables or graphic organizers. • Compare/contrast different time periods or people using graphic organizers and sentences.
☐ ***Level A1***	☐ ***Level A2***	☐ ***Level A3***	☐ ***Level P1***	☐ ***Level P2***	☐ ***Level P3***

W

	• Circle/mark labeled pictures of school procedures. • Mark words or pictures from stories. • Trace two-dimensional shapes or numbers. • Mark pictures/images of objects of the astronomical sciences (e.g. planets, stars, or solar system). • Mark images or symbols related to communities or regions (e.g. location, people, places, or resources).	• Trace words for school procedures. • Trace words from stories. • Copy two-dimensional shapes or numbers. • Trace simple pictures/images of objects of the astronomical sciences (e.g. planets, stars, or solar system). • Trace or copy images or symbols related to communities or regions (e.g. location, people, places, or resources).	• Copy labels of familiar objects using a word bank. • Copy words from stories. • Draw two-dimensional shapes and numbers with visual support. • Trace words associated with objects of the astronomical sciences (e.g. planets, stars, or solar system). • Copy words related to communities or regions (e.g. location, people, places, or resources).	• Produce words/phrases associated with school rules or procedures from illustrated scenes and models. • Respond to illustrated events using words or phrases based on models. • Reproduce names of shapes from labeled models (e.g., triangles, cylinders, etc.) • Copy names of astronomical objects associated with the solar system from labeled diagrams (e.g., "planets," "stars"). • Label features of communities or regions depicted in pictures or maps.	• List dos and don'ts regarding school rules or procedures from illustrated scenes (e.g., "Don't run in the halls."). • List illustrated events using phrases or short sentences based on models. • Make lists of real-world examples of three dimensional shapes from labeled models. • Describe features of astronomical objects from labeled diagrams. • Describe communities or regions depicted in pictures or maps.	• Give examples of school rules or procedures from illustrated scenes for specific situations (e.g., fire drills, lunchroom). • Depict a series of illustrated events using related sentences in narrative form based on models. • Describe attributes of three dimensional shapes from labeled models. • Compare/contrast astronomical objects from diagrams or graphs (e.g., size, distance from sun). • State reasons for exploration from maps, charts or timelines.

Name:	Student Name:	Birthdate:	Grade:	Grade	Date:

Specialized Language Instruction		Service Provider & Service Minutes/Day	
☐	Pull-Out Instruction		
☐	Push -In Instruction		
☐	Newcomer /Immersion Center		

Related Services			
☐	Special Education ☐IEP/☐504 (specify)	☐	Tutorial
☐	Reading Program(i.e. Read Right, Title I, District)	☐	Extended Day Program
☐	RtI/Intervention Support Program	☐	Other (specify)

Standardized Assessment Accommodations			
ACCESS		**Smarter Balance**	
☐	Alternate ACCESS	☐	ELL Accommodations Needed
		☐	No ELL Accommodations Needed

Appropriate Instructional Accommodations (check all the apply)		Appropriate Assessment Accommodations (check all that apply)	
☐	Slow down and repeat instructions	☐	Administer test in small groups
☐	Highlight target vocabulary	☐	No True/False questions
☐	Modify linguistic complexity	☐	Modify linguistic complexity
☐	Add visual support	☐	Correlate study guides directly with tests
☐	Student will benefit from small-group instruction	☐	Simplify test directions
☐	Printing accepted (no cursive)	☐	Simplify vocabulary syntax
☐	Offer note-taking assistance	☐	Use word bank chunks (5 words or less; 1x/word)
☐	Pre-teach, limit and/or simplify vocabulary	☐	All tests/quizzes read aloud to student
☐	Provide copy of teacher notes	☐	Allow extra time
☐	Primary language support	☐	Add visual support
☐	Preferential seating	☐	Do not use “none of the following except…”
☐	Provide oral directions (home lang. if applic.)	☐	Only 3 options on multiple choice
☐	Students will benefit from hands-on activities	☐	Write answers directly on test (no scantrons)
☐		☐	Word-to-word bilingual dictionary use
☐		☐	Read aloud test directions, questions, and options
☐	No accommodations	☐	No accommodations

Classroom Accommodation Comments:	**Assessmer**

Name:

Student Name:	**Birthdate:**	**ILP Date:**

West Fargo Public Schools ELL Program Models

Core Program

All classroom instruction is in English.

- ELLs may also be served by other programs and services such as Title I and/or Special Education.
- ELL student involvement in other programs does not replace ELL services.

Newcomer Services

The Welcome Center for Newcomers concentrates on the academic areas of reading, writing, vocabulary development, speaking, and listening. Students will also learn social skills needed in the classroom setting. Instruction is conducted in English. Units of instruction are focused on specific themes where important vocabulary is introduced, practiced, and applied.

Pull-Out Instruction

The ELL pull-out program is accomplished by pulling students out of their classroom according to their language level. Students are pulled out during a time when they will not miss core content instruction. ELL teachers use supplemental materials from the current curriculum used in the mainstream classroom.

Push-In Instruction

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 paraprofessional.

Sheltered Instruction

Students will gain 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.

Collaborative Teaching

Specialized teachers will work with strategists to modify the curriculum taught to fit the needs of the students.

Monitor Status

Students attend mainstream classes throughout the day. The case manager will monitor the student by collaborating with the classroom teacher on students' academic progress.

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"Educating today's learners for tomorrow's world."

Student Name:

Grade Level: Choose an item.

School Name: Choose an item.

School Year: Choose an item.

Exit Year: Choose an item.

Monitor Year? ☐ Year 1 ☐ Year 2

Expected Graduation Year: Choose an item.

Complete the following for items in which the student participates or has the opportunity to participate:

Reporting Period	Semester 1		Semester 2	
Course	Grades	Absences	Grades	Absences
English	<choose>		<choose>	
Social Studies	<choose>		<choose>	
Math	<choose>		<choose>	
Science	<choose>		<choose>	

After Choose an item. of monitoring, the student is Choose an item. . If having difficulty, please comment on areas of difficulty below.

After 2 years of monitoring, the student is recommended to:

- ☐ Continue to be monitored for an additional year.
- ☐ Will no longer require monitoring from the EL Program.
- ☐ Other (please specify) *<if applicable>*

Overall comments:

EL Teacher Signature

Determining Difference or Disability
Case Review Form
West Fargo Public Schools

Student Name:	**School Name:**	
Grade:	**DOB:**	**U.S. Entry Date:**
Native Country:	**Native Language:**	
Guardian Names:		
Guardian Phone:	**Relationship to student:**	
EL Case Manager:	**Referring Teacher:**	
Team Members Completing Review:		

A. Educational History

Should be completed by the EL teacher or any other members of the team with access to data. Parent interview may be needed.

Are parents aware of your concern? Yes No
Years attended school outside of the United States? (circle each grade attended) **K 1 2 3 4 5 6 7 8 9 10 11 12**
Years attended school inside of the United States?(circle each grade attended) **K 1 2 3 4 5 6 7 8 9 10 11 12**
Has this student missed 2 or more years of formal education (SLIFE) abroad or in U.S.? Yes No
Has the student been retained? Yes No **If yes, details?**
Does the student's attendance history seem to have a negative impact on school performance? Yes No **If Yes, Explain.**
Has the student ever had a 504 plan? Yes No **If yes, list medical condition.**
Has the student previously had an IEP or been evaluated for Special Education? Yes No **Comments:**
Can the student read and write in their native language? Yes No **Comments:**

B. Review of Assessment Data and English Language Abilities

Should be completed by the EL Case Manger or EL Teacher

EL ACCESS Scores						
Year	**Grade**	**Listening**	**Speaking**	**Reading**	**Writing**	**Composite**

Students begin their path towards full ELP based on their baseline ACCESS score. This is the 2017 ACCESS test composite score if they took it which is the first year the ACCESS 2.0 test was given. Otherwise it is the first ACCESS test composite score from any subsequent year. Student growth is measured the following year when the student takes their second annual ACCESS assessment.

Composite Proficiency Level on Baseline ACCESS	Expected # of Years to Reach Full English Language Proficiency
1.0-1.9	6 years after baseline (annual growth of .5 to .75 expected)
2.0-2.9	5 years after baseline (annual growth of .5 to .75 expected)
3.0-3.9	4 years after baseline (annual growth of .3 to .5 expected)
4.0-4.9	3 years after baseline (annual growth of .3 to .5 expected)
5.0-6.0	2 years after baseline (annual growth of .3 to .5 expected)

What is the student's current expected growth score?

What is the student's current composite ACCESS score?

Is the student meeting expected growth? **Yes** **No**

Below is space to copy and paste the Student Growth Chart from Multi-Student Monitoring Form. (Optional)

EL Norms

The State of North Dakota DPI has been working on creating a database assessment data in order to norm EL student progress. Essentially it let's us compare English Learners to other English Learners across the state to determine if the student is progressing at normal rate compared to other EL peers. This is a great piece of data to determine if there should be a concern about an EL student.

Below is space to copy and paste the whisker charts from the DPI website. **PLEASE UNDERGO TRAINING TO USE THIS SITE BEFORE USING THE DATA ON THIS FORM.** Kerri Whipple, from SEEC, provides training or talk to your EL Coordinator (Educational Equity Coordinator).

Below are boxes where you can copy and paste the EL Norm data (Optional).

Comparative Students: If there are students that have a similar culture and background as student being referred that arrived the United States about the same time (within a year). Please complete to show a growth comparison.

Initials of Student	Date Arrived to U.S.	First ACCESS Score (Composite)	Current ACCESS score (Composite)

What EL Services is the student currently receiving?

(sheltered, push-in, pull-out, newcomer)

How many minutes a day serviced by an EL teacher?

C. Areas of Academic Concern

Should be completed by the EL teacher and/or the Classroom teacher.

Based on the review of assessment data and other sources, the student demonstrates deficits in the following skills:							
Academic Skills				**Language Skills**			
	Letter Identification		Early Numeracy Skills		Word Relationships		Articulation
	Letter Sound Fluency		Basic Math Facts		Oral Expression		Stuttering/Fluency
	Phonological Awareness		Math Calculation		Listening Comprehension		Volume of speech
	Reading - Decoding		Math Problem Solving		Answering Questions		
	Reading - Fluency		Written Expression		Grammar/Word Order		
	Reading - Comprehension		Spelling		Conversational Skills		
	Vocabulary				Avoids speaking		

The student also demonstrates difficulties with the following related academic behaviors:							
	Daily work		Memory problems		Decline in grades		Difficulty working with others
	Following directions		Slow rate of work		Gives up easily		Difficulty working independently
	Motivation		Incomplete assignments		Work avoidance		Inconsistent daily performance
	Participation in class		Careless mistakes		Difficulty taking notes		Homework completion
	Organization		Poor handwriting		Weak study skills		Does not self-advocate

D. Review of Physical/ Environmental Factors

To be completed by any team member that knows best. Parent interview may be needed.

Factor/Characteristic. Put an "X" next to those that may impact student's education history.					
	Physical/medical cond.		Fine Motor		Allergies
	Accident/Injury		Gross Motor		Mental Health Diagnoses
	Vision		Sensory sensitivities		Medications
	Hearing		Asthma		
Details if known:					

E. Areas of Emotional/Behavioral Concern

To be completed by the EL teacher with help from classroom teachers and school pshychologist.

Does the student demonstrate significant emotional or behavioral concerns at this time? If yes, complete section below. If no, continue to Section F.	Yes	No

The student demonstrates difficulties with the following emotional and behavioral skills:

	Easily distracted		Bullies others		Low energy		Suspected drug/alcohol use
	Inattentive		Poor self-esteem		Poor hygiene		Multiple below-the-line slips
	Hyperactive		Difficulties making friends		Sleep problems		Juvenile court involved
	Impulsive		Victim of bullying		Irritable/moody		Drug/weapons violation
	Work refusal		Socially isolated		Self-harming behaviors		Multiple office referrals
	Oppositional/defiant		Shy/withdrawn		Negative self comments		In School Suspensions
	Lying/cheating		Expresses worries		Overreacts emotionally		Out of School Suspensions
	Truant/tardy		Anxious/nervous		Negative peer influences		Breaks technology rules
	Physically aggressive		Test/performance anxiety		Poor appetite		
	Stealing		Chronic sadness		Possible eating disorder		
	Anger outbursts		Physical complaints				

*Please contact your school psychologist regarding emotional/behavioral concerns in order to review interventions that have been conducted or to develop recommendations for future interventions. If a student is considered to be at "high risk" (e.g., severe depression, psychiatric hospitalization, incident of self harm), an evaluation may be initiated immediately at the discretion of the school psychologist.

Has a Functional Behavior Assessment been completed regarding the student's behavior? (Elementary)	Yes	No
Does the student have an individual behavior plan?	Yes	No
If yes to either question, please list dates completed and/or insert link to these documents below:		

F. Appropriate Core Instruction

To be completed by the EL teacher with input from the team.

Has the student had access to consistent, high-quality core instruction in areas of concern?	Yes	No
Does the case review team feel that the student's educational concerns are <u>not</u> the result of deficits within the school's core instruction?	Yes	No
Comments:		

G. Acculturation Quick Screen and Calculating Rate of Acculturation

West Fargo Public Schools has adopted Dr. Catherine Collier's Difference vs. Disabilities process to help determine when an EL student may have a disability. In order to better determine what is impeding progress with the student of concern, the EL case manager or EL teacher should complete two AQS forms for the students (one based on the students first day in the district and the other from the current date). Some students may already have their first AQS form in their cumulative file, but it is okay if they don't. EL teachers can access the AQS forms located on the district's EL Sharepoint in the Difference vs. Disabilities folder under EL Staff documents. The teacher can opt to complete condensed AQS below if they prefer.

First AQS Date: to be completed as though it is the student's first day in the district		
Cultural/ Environmental	**Information- Where to locate in WFPS**	
1. Number of years in the United States/ Canada	Home Language Survey or i94	
2. Number of years in the School/District	Cumulative File	
3. Time in ESL/Bilingual Education	Cumulative File	
4. Home Language Proficiency	Home Language Survey and Parent Interview	
5. English Language Proficiency	ACCESS or SCREENER Score	
6. Bilingual Proficiency	Parent/Student Interview	
7. Ethnicity/ Nation of Origin	Registration sheet or Home Language Survey	
8. % in School Speaking Student's Language dialect	WFPS less than 16% ELL, so use "6"	
AQS Score Total:		

Second AQS Date: to be completed with current date		
Cultural/ Environmental	**Information- Where to locate in WFPS**	
1. Number of years in the United States/ Canada	Home Language Survey or i94	
2. Number of years in the School/District	Cumulative File	
3. Time in ESL/Bilingual Education	Cumulative File	
4. Home Language Proficiency	Home Language Survey and Parent Interview	
5. English Language Proficiency	ACCESS or SCREENER Score	
6. Bilingual Proficiency	Parent/Student Interview	
7. Ethnicity/ Nation of Origin	Registration sheet or Home Language Survey	
8. % in School Speaking Student's Language dialect	WFPS less than 16% ELL, so use "6"	
AQS Score Total:		

1. Number of Years in the US/Canada:

1= Under one year 2= Between one to two years 3= Between two to four years
4= Between four to five years 5= Between five to six years 6= Over six years

2. Number of Years in the School/District

1= Under one year 2= Between one to two years 3= Between two to four years
4= Between four to five years 5= Between five to six years 6= Over six years

3. Time in ESL/Bilingual Program (sheltered instruction, pull-out, newcomer)

1= Less than 360 hours of direct instruction
2= Between 360 and 500 hours of direct inst.
3= Between 500 and 800 hours of direct inst.
4= Between 800 and 1080 hours of direct inst.
5= Between 1090 and 1440 hours of direct inst.
6= More than 1450 hours of direct inst.

4. Home Language Proficiency

1= Does not speak language, pre-production
2= Early production to low speech emergence
3= Speech emergence to intermediate fluency
4= Intermediate fluency with some academic fluency
5= Advanced intermediate social & academic fluency
6= Advance social and academic fluency

5. English Language Proficiency

1= Does not speak language, pre-production
2= Early production to low speech emergence
3= Speech emergence to intermediate fluency
4= Intermediate fluency with some academic fluency
5= Advanced intermediate social & academic fluency
6= Advance social and academic fluency

6. Bilingual Proficiency

1- Essentially monolingual
2= Primarily one, some social in other
3= Limited academic either language, social both
4= Basic academic one, intermediate academic other
5= Most academic in one, inter. academic in other
6= Bilingual in social and academic language

7. Ethnicity/ National Origin

1=American Indian, Native American, AK. Native, Indigenous Populations or First People
2= Hispanic, Latino, Chicano or Caribbean
3= African American, African, East Asian, Pacific Islander
4. West Asian or Middle Eastern
5= Eastern European
6= Western European

8. Percent Enrollment in School/District Speaking Student's Language or Dialect

1= 80%-100% 2= 55%-80% 3= 50%-65% 4=30%-49% 5= 15%-29% 6= 0-16%

Calculating Rate of Acculturation

To calculate rate of acculturation, look at the Rate Table on the next page. Locate the earliest score (preferably at enrollment) your student received in the left hand column "AWS Score". This is your **baseline** score. To the right of this is a column "Minimum Average Annual Gain". The number in this column is the number of points per annum your student should gain on the AQS. The number of years between **baseline** and **current** completion of the AQS multiplied times the minimum expected gains gives you the normal points gain expected over this time period. Then subtract the **baseline** scores from the **current** score to find the number of points actually gained by the student in this time period.

Years between AQS	X	Minimum Gain	=	Normal Gain Expected
Current AQS Score	---	Baseline Score	=	Point Gain Achieved
Point Gain Achieved	/	Normal Gain Expected	=	Rate of Acculturation

The ratio between Expected and Achieved should equal 1 if the student is acculturating at a normal rate. In other words, Achieved divided by Expected should equal 1. Another way to say this is that if the number of points is the same, then the student is acculturating to your school system at a normal rate.

If the ratio between Expected and Achieved is less than 1, then something is depressing the rate of acculturation. This could be inadequate or inappropriate instruction or the presence of an unidentified disability and needs further evaluation. Investigate reasons why: inappropriate instruction, inadequate services, limited time in directed assistance, limited home language assistance, specific learning and behavior problems, etc.

If the ratio between Expected and Achieved is greater than 1, the student is making better than average progress in acculturating to the school system. This essentially means that the acculturation likely isn't a factor impeding student academics or behavior. It is an indicator that if there are concerns about the student academically and behaviorally, that it could be a specific learning or behavior problem instead of a language and culture barrier.

AQS Score	Minimum Average Annual Gain	Description of Level of Acculturation
8-14	4.0	Significantly Less Acculturated
15-22	3.5	Less Acculturated
23-29	3.0	In Transition
30-37	2.5	More Acculturated
38-44	2.0	Significantly More Acculturated
45-46	1.5	Highly Acculturated
47	1	
48	0	

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H. Resiliency and Sociocultural Checklists

Following Dr. Catherine Collier's Difference vs. Disability process, the EL case manager/teacher and any other classroom teachers should complete the Resiliency and Sociocultural Checklist at this point.

Resiliency Checklist

Sociocultural Factors		Selected Cross-Cultural Resiliency Factors
Acculturation Level **% Checked:**		Student attends events with mainstream community
		Student interacts with majority peers or majority cultural groups
		Student displays consistent sense of locus of control
		Student appears comfortable in cross-cultural interactions
		The code switching in the student's speech shows an emerging understanding of English
		Student appears comfortable switching linguistic/cultural environments
		Out of 6 Total
Cognitive Learning Style **% Checked:**		Student demonstrates consistent cognitive learning strategies
		Student responds positively to variations in instructional strategies
		Student responds positively to appropriate rewards/recognition
		Student can apply cognitive learning strategies when given guided practice
		Student can use self-monitoring strategies
		Student can assist others in learning a task
		Out of 6 Total
Culture & Language **% Checked:**		There is quality verbal communication in the home in a language other than English
		There is behavioral guidance in the home consistent with a specific worldview
		The cultural values of the home support cooperative effort
		The family maintains communication with their linguistic/cultural community
		The family participates regularly in religious/social events within their community
		There is active support in the home for bilingual and bicultural development.
		Out of 6 Total
Experiential Background **% Checked:**		Adults in the home provide encouragement and support for student's development
		Student makes an effort to increase attendance
		Adults in family provide for the student's basic needs
		Family will provide support for student's learning (homework)
		Early childhood development was appropriate to culture/language
		Student displays curiosity and is ready to learn
		Student has developmentally and linguistically appropriate literacy skills or pre-skills
		Student demonstrates variety of survival strategies
		Student has prior classroom or formal education experience
		Out of 9 Total
Sociolinguistic Development **% Checked:**		Student has good basic interpersonal communication skills (BICS) in native language
		Student has moderate to good cognitive academic language proficiency (CALP) in native language
		BICS in English appears to be emerging
		Student demonstrates emerging CALP in English
		Student attempts to translate for others in class
		Students seeks assistance from peers
		Code switching demonstrates emerging English Syntax and vocabulary
		Student can demonstrate content knowledge in his or her native language
		Out of 8 Total

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Sociocultural Checklist

Sociocultural Factors		Selected Cross-Cultural Adaptation Risk Factors
Acculturation Level **% Checked:**		Recently moved, immigrant, refugee, migrant, or resides on reservation
		Does not interact much with mainstream peers or majority cultural group within school
		Displays uncertainly or confusion in locus of control
		Displays heightened stress or anxiety when learning new content or with unfamiliar events.
		Oral expression contains considerable code switching (syntax or vocabulary)
		Is silent or displays sense of isolation or alienation in cross-cultural interactions in school
		Has difficulty switching from one activity to another in the school setting
		Out of 7 Total
Cognitive Learning Style **% Checked:**		Few cognitive learning strategies appropriate to classroom or school
		Cognitive learning style different or inappropriate in relation to teacher's instructional style
		Easily frustrated or low perseverance in completing tasks
		Retains learning or survival strategies that are no longer appropriate
		Displays difficulty with understanding and applying task analysis
		Appears unready or uninterested in learning
		Displays difficulty with understanding and applying cause and effect
		Out of 7 Total
Culture & Language **% Checked:**		Comes from a home where a nonstandard dialect or language others than English is spoken
		Has culturally appropriate behaviors that are different from expectations of the school
		Comes from a culture, race, or ethnic group different from mainstream America
		Culture discourages interactions with people outside of culture or language community
		Comes from predominantly non-English speaking geographic area
		There is no encouragement in the home for bilingual and bicultural development
		Had disrupted childhood development to extent that affected enculturation in home culture
		Out of 7 Total
Experiential Background **% Checked:**		Frequent or high family mobility
		Limited or sporadic school attendance
		Lives in poverty or family currently in low socioeconomic situation
		Does not know how to behave in classroom or has had limited prior schooling
		Has different terms or concepts for school subject areas and content
		Receives limited or no support at home for school achievement
		Uses survival strategies that are not appropriate in the classroom or school
		Out of 7 Total
Sociolinguistic Development **% Checked:**		Rarely speaks either English or other mode of communication
		Limited academic language in a langue other than English
		Limited social language in English
		Rarely speaks in class or in school building in English
		Speaks only to linguistic peers
		Limited academic language in English
		Appears to know but has difficulty with understanding and applying English
		Out of 7 Total

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I. Progress Monitoring

To be completed by the EL Teacher and any classroom teachers.

Use both the results of the Resiliency and Sociocultural Checklists to determine 1-3 areas of focus from which to select interventions. Sample interventions are listed on the next page in each area. THESE ARE JUST SOME INTERVENTIONS and you can choose other interventions listed to be meet student needs. Any selected interventions should be put into place 4-8 weeks by the classroom teachers. Not all the teachers need to do the same ones, but all teachers should be documenting which ones they do use and the outcomes.

Acculturation	**These interventions address the specific side effects of acculturation, also known as culture shock. These students may exhibit behavioral needs, cognitive needs, and psychosocial needs.**
TPR- Total Physical Response: Teacher models words and phrases using gestures for target vocabulary.	
TPRS- Teaching proficiency through reading and storytelling: Teacher introduces target vocabulary in the context of a story, reinforcing through gestures and spiral questioning.	
Modeling- Teacher models academic responses and expectations. Students practice each response and interaction until comfortable and successful.	
Guided Practice- Teacher demonstrates how to act or speak in a given situation. Students practice each stage of interaction with feedback from the teacher.	
Role Playing- Students role play social or academic interactions that reinforce specific content and language.	
Consistent Sequence- Teacher presents lessons with the same instructional language and direction sequence to the extent possible. Students can role play giving the directions themselves.	
Cognitive Learning Style	**These interventions address specific cognitive learning style differences, cognitive academic learning gaps, limited experiences in academic settings and other cognitive academic needs.**
Advanced Organizers- Teacher provide a graphic organizer for the lesson that targets academic vocabulary and connects to previous learning. These include: Venn diagrams, Outlines, KWL, T-Charts, Cloze Notes, Anticipatory guides	
Problem Solving- Teachers have students identify a problem and guide them through these steps: What is the problem? What are the possible solutions? What is my action plan? Where can I go for help? When should I start? How will I deal with setbacks? What is my outcome?	
Stop and Think- Teachers guide students through the process of self-monitoring for comprehension by stopping at the end of a sentence/paragraph, passage using the following questions: Who is doing what, where, when, how, and why? What do I see in my mind? What connections can I make (text-self, text-world, text-text)?	
Visualization- Teachers Provide strategies for students to increase comprehension by visualizing: read a passage, form mental picture (teachers can model this by thinking aloud, rereading, drawing pictures, acting out), evaluate the image for accuracy, repeat.	
Cooperative Learning Strategies- Teachers provide opportunities for students to practice new learning in pairs or small groups (inside-outside circles, stay and stray, carousel)	
Culture & Language	**These interventions address specific language and culture transition issues, such as code-switching, rate and stages in second language acquisition, developments of social and academic language, comprehensible input, and other needs.**
Role-Playing- Students role play appropriate and inappropriate social and academic language in various settings.	
Cross-cultural communication- Teachers provide explicit instruction about cultural norms and language structures and functions (idioms, irregular verbs, figurative language, slang, classroom behavior expectations, school appropriate language)	
Academic Language Instruction: Teachers incorporate word walls, anchor posters of academic terminology, bilingual translations (when possible)	
Focused Instruction-Teacher presents lessons with concreate models and demonstrations of both content and expected performance. Language is simplified and focused on essentials skills and information.	
Peer Tutoring- Peers assist students in content area lessons and activities. The peers are given training in tutoring with guidelines about how to facilitate learning without doing another's work, how to translate appropriately, and how to monitor for understanding.	
Experience	**These interventions address specific gaps in diverse learners prior school experiences, differences in prior instructional approaches, sporadic school attendance, and limited experience in formal academic settings.**
Presentation Modification- Teachers will use concrete learning activities and simplified language to accommodate students' current conceptual/linguistic development. Supplement abstract concepts with visual aids, manipulatives, examples from students' previous experiences, or other direct hands-on experiences.	
Proximity- Teachers positions themselves in close proximity to prevent or minimize misbehavior. Teachers may also use preferential seating to reduce distractions for the student.	
Choices- Teachers allow student choices for reading, assignments, class projects, etc. This strategy is intended to diffuse power struggles.	
Planned movement- Periodically provide students opportunities to move about the classroom following appropriate guidelines.	
Signals- Use nonverbal cues or signals to control inappropriate behavior.	
Sociolinguistic Development	**These interventions address specific language acquisition and transition issues such as code-switching, increasing rate of second language acquisition, development of social academic language, and comprehensible input.**
Context Embedding- Teacher always presents lesson with concrete, physical models and demonstrations of both content and expected performance. Lessons should be connected to real-life situations.	
Modeling- Teacher models academic responses and expectations. Students practice each response and interaction until comfortable and successful.	
Advanced Organizers- Teacher provide a graphic organizer for the lesson that targets academic vocabulary and connects to previous learning. These include Venn diagrams, Outlines, KWL, T-Charts, Cloze Notes, Anticipatory guides	
Consistent Sequence- Teachers presents lessons with the same instructional language and direction sequence to the extent possible. Students can role play giving the directions themselves.	
Experience-based connections- Teachers present lessons with concreate reference to specific experiences in which students have participated. May be paired with field trips.	

Timeframe for Interventions:

Intervention	Interventionist	Class	Date/ Frequency	Outcomes

J. Resolution or Referral

A disability can not be measured solely on the ability to do certain tasks. It must depend also on the ease with which they perform activities that are of central importance to most people's daily lives. The disability must also be permanent or long-lasting.

Based on all the data and evidence collected in this Case Review Form, the MTSS team has decided (Mark with "X")

	to not refer the student to SPED services at this time. Please file in the student's cumulative file. Considerations: The student responded well to Tier 1 and Tier 2 interventions and accommodations. The team may want to give the student more time before reviewing the case again in the future. Please keep in mind that if the students is responding well to these interventions, the EL teacher should inform classroom teachers through the student's ILP or through collaboration of what supports work best for the student.
	to refer the student to SPED services at this time. Please give this Case Review Form to the school psychologist. Considerations: The student does not respond well to Tier 1 and Tier 2 interventions and more intense Tier 3 interventions needs to explored to help the student be successful in an academic setting. Please keep in mind that a SPED referral doesn't mean the student will begin receiving SPED services. The School Psychologist and/or Special Education Teachers will make the official determination of disability. This will require a meeting with the student guardians to approve testing of the student. If a student is officially identified as having a disability, the student becomes a dual-identified student receiving both SPED and EL services. One does not replace the other. Based on the student need and programming available at the school site, a blend of services should be provided as determined by the team.

Comments on Referral Decision: