

# 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*

<b>Common Acronyms</b>	
<b>EL:</b> English Learner	<b>NL:</b> Native Language
<b>ELD:</b> English Language Development	<b>OCR:</b> Office of Civil Rights
<b>ELL:</b> English Language Learner	<b>PL:</b> Proficiency Level
<b>ELP:</b> English Language Proficiency	<b>RSI:</b> Refugee School Impact (federally funded grant)
<b>ESL:</b> English as a Second Language	<b>SIOP:</b> Sheltered Instruction Observation Protocol
<b>HLS:</b> Home Language Survey	<b>SLA:</b> Second Language Acquisition
<b>ILP:</b> Individualized Language Plan	<b>SLIFE:</b> Student of Limited or Interrupted Formal Education
<b>L1 or L2:</b> First Language and Second Language	<b>TEFL:</b> Teaching English as a Foreign Language
<b>LEP:</b> Limited English Proficient	<b>TESL:</b> Teaching English as a Second Language
<b>ML:</b> Multilingual Learner	<b>UNHCR:</b> United Nations High Commissioner for Refugees
<b>NC:</b> Newcomer	<b>URM:</b> Unaccompanied Refugee Minor
<b>NDDPI:</b> North Dakota Department of Public Instruction	<b>WIDA:</b> 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 during the 2023-2024 school year was 12,888. 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 eight percent of our total population as English Learners.

Quick Facts (as of 11/01/2023)			
Number of Staff	Enrollment	Number of Schools	Most Commonly Spoken Languages
EL Program: 40 EL Teachers .5 Title Coordinator .6 District EL Support/ 2 Paraprofessionals 80* ESL Endorsed Staff	Total EL: 1062 Elementary EL: 625 Secondary EL: 437	Early Childhood Center...1 Elementary (K-5) ...14 Middle School (6-8) ...3 High School (9-12) ...3 Community HS (9-12) ...1	Spanish (18% of LEP) Creoles & Pidgins (18% of LEP) Somali (17% of LEP) Nepali (11% of LEP) Arabic (9% of LEP) Swahili (9% of LEP)

\*this number is approximate

## 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:**

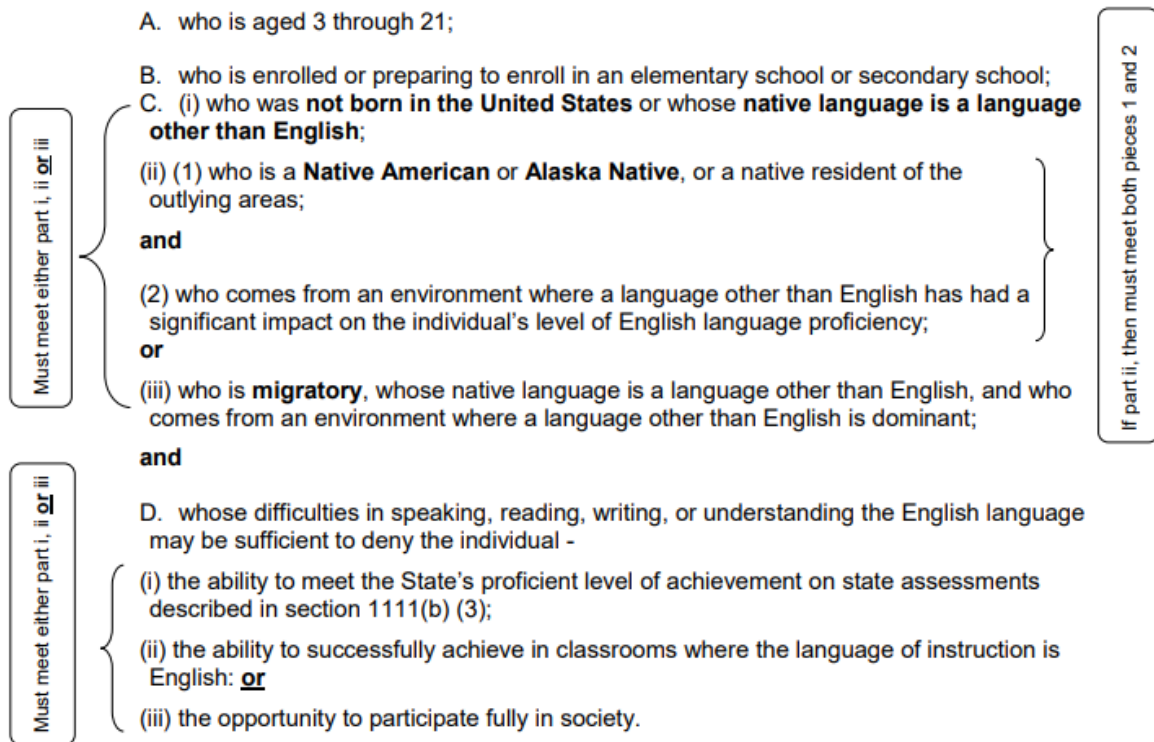
- Home Language Surveys
- The federal Limited English Proficient (LEP) definition is met
- Review of student records
- WIDA Screener (K-12) English language proficiency level is less than the set exit criteria
  - Based on scores from this assessment, the EL program provides English language instruction 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:



### 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 Alternative North Dakota State Assessments 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 ACCESS 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 administering.

## **Individual Language Plans (ILP)**

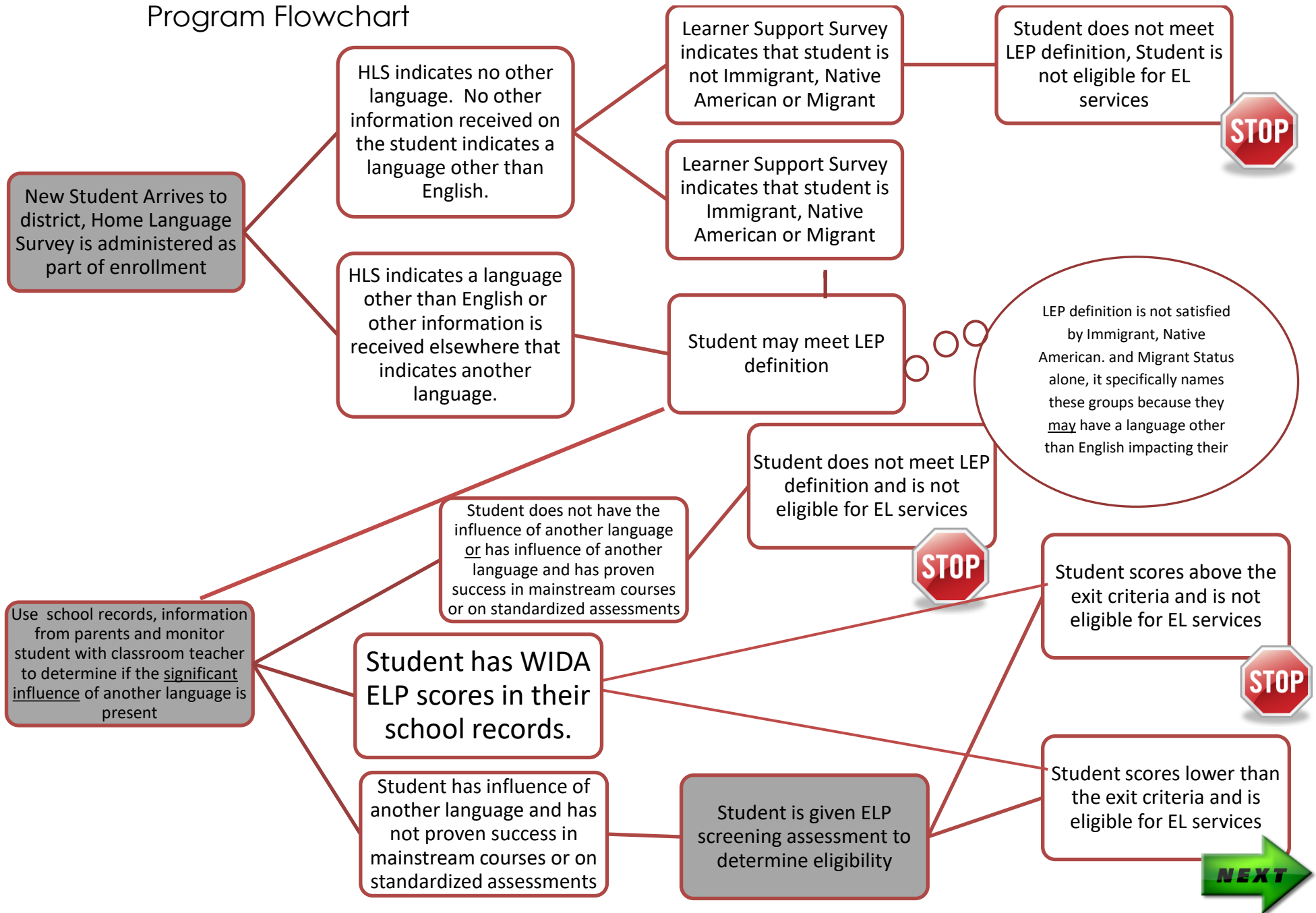
The ILP is developed and revised yearly by the EL Case Manager and is kept on file with the EL case manager. Plans are distributed to parents, general education teachers, and a copy is placed in the student's cumulative file.

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







Student begins the EL program

Parents are notified of ELP assessment results, program placement and Individualized Language Plan is written

Parent notification within 30 days of the start of school year for previously identified students, or within two weeks after student begins if a newly identified EL student. ILP is written by EL endorsed teacher.

Student receives ongoing language support

ILP is written annually

Student's English Language Proficiency is assessed annually

Districts must monitor the success of former EL students for two years after the student exits from the EL program.

Parents are notified of assessment results annually

Student data indicates student does not meet exit criteria

Student data indicates that student meets exit criteria



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.

### ***Core of the 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 in the mainstream classroom. Sometimes this is a small group setting or as co-teaching.

### ***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.

### ***English Language Development***

Student attends a course specific to English language development. Instruction includes working on word, sentence, and discourse level language skills in all four language domains: speaking, listening, reading, writing.

### ***Consultative***

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

### **Monitor**

Students who have exited the EL program within the last two years will be assigned an EL casemanager. All their classes are in the core classrooms and casemanagers consult with their teachers about language needs as needed.

## **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);

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 below a 2.0 on the 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 ACCESS assessment,  
OR
- they have completed one full academic year in the newcome program  
OR
- their teachers have determined through formal and summative assessments they have the language skills necessary to be successful in a different type of language service model.

The Newcomer Center can be students' first exposure to many academic skills; therefore, we do not expect mastery of all academic skills in the limited time they can remain in the Newcomer Program. 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.

### **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 and ensure the federally mandated rights of EL students and their families are in place.
- 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 Screener or ACCESS 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 and 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.
- While developing student skills in the content areas following state content standards, also work to develop English language skills using state language standards (WIDA 2020 English Language Development Standards)
- 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 and Learner Support 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
- 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

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

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)       ILP will be written (entrance or continuation)
- Not applicable – student does not qualify       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 school.





# West Fargo Public Schools

## Individualized Language Plan (ILP) & Notification of Program Eligibility

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

<b>Student Name:</b>	<b>Birthdate:</b>	<b>ILP Date:</b>
<b>School:</b> Choose an item.	<b>SLIFE?</b> Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Grade:</b> 1
<b>Native Language:</b>	<b>US Entry Date:</b> (if not US born)	<b>ND LEP Start Date:</b>
<b>Country of Origin:</b>	<b>Case Manager:</b>	

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

- is identified and eligible for EL services (SCREENER Score: )
- is qualified to continue EL services (ACCESS Score: )
- does not qualify for EL services.

English Proficiency	Description
<input type="checkbox"/> 1— <b>Entering:</b>	Knows and uses minimal social language and minimal academic language with visual support
<input type="checkbox"/> 2— <b>Emerging</b>	Knows and uses some social English and general academic language with visual support
<input type="checkbox"/> 3— <b>Developing:</b>	Knows and uses social English and some specific academic language with visual support
<input type="checkbox"/> 4— <b>Expanding:</b>	Knows and uses social English and some technical academic language
<input type="checkbox"/> 5— <b>Bridging:</b>	Knows and uses social and academic language working with grade level material
<input type="checkbox"/> 6— <b>Reaching:</b>	Knows and uses social and academic language at the highest level measured on this test

*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.

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

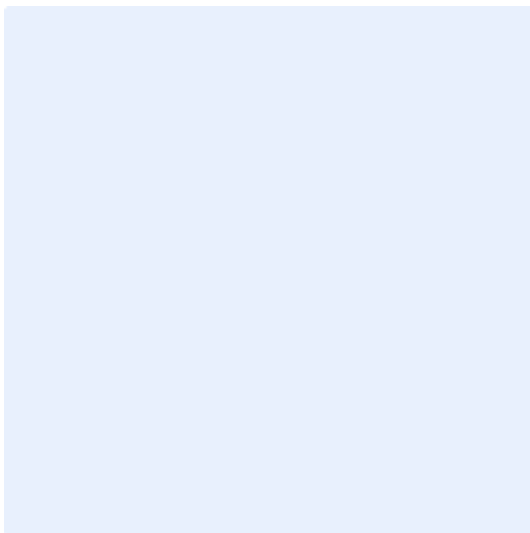
To Exit from an EL program, ELs will have reached the minimum level of a 5.0 Overall Proficiency Level on the ACCESS test with at least a 3.5 proficiency level in each area of Reading, Writing, Speaking and Listening.

Student English Language Proficiency Needs NDAC § 67-28-01-05(1)			
Language Assessment	Initial SCREENER Scores	Prior Year ACCESS Scores	Most Recent ACCESS Scores
Date:			
LISTENING:	( )	( )	( )
SPEAKING:	( )	( )	( )
READING:	( )	( )	( )
WRITING:	( )	( )	( )
Overall Score:	( )	( )	( )
Annual Expected Growth	Student met this year's expected annual growth goal? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable		

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.

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.

	<input type="checkbox"/> <u>Level 1</u>	<input type="checkbox"/> <u>Level 2</u>	<input type="checkbox"/> <u>Level 3</u>	<input type="checkbox"/> <u>Level 4</u>	<input type="checkbox"/> <u>Level 5</u>	<input type="checkbox"/> <u>Level 6</u>
<b>LISTENING</b>	<ul style="list-style-type: none"> <li>Follow modeled, one-step directions</li> <li>Identify pictures of everyday objects as stated orally</li> <li>Point to real-life objects reflective of content-related vocabulary or oral statements</li> <li>Mimic gestures or movement associated with statements.</li> </ul>	<ul style="list-style-type: none"> <li>Match oral reading of stories to illustrations</li> <li>Carry out two-to-three step oral commands</li> <li>Sequence a series of oral statements using real objects or pictures</li> <li>Locate objects described orally</li> </ul>	<ul style="list-style-type: none"> <li>Follow modeled multi-step oral directions</li> <li>Sequence pictures of stories read aloud</li> <li>Match people with jobs or objects with functions based on oral descriptions</li> <li>Classify objects according to descriptive oral statements</li> </ul>	<ul style="list-style-type: none"> <li>Compare/contrast objects according to physical attributes</li> <li>Find details in illustrated narrative or expository text read aloud</li> <li>Identify illustrated activities from oral descriptions</li> <li>Locate objects, figures, places based on visuals and detailed oral descriptions</li> </ul>	<ul style="list-style-type: none"> <li>Use context clues to gain meaning from grade-level text read orally</li> <li>Apply ideas from oral discussions to new situations</li> <li>Interpret information from oral reading of narrative or expository text</li> <li>Identify ideas/concepts expressed with grade-level content-specific language</li> </ul>	Grade level
	<input type="checkbox"/> <u>Level 1</u>	<input type="checkbox"/> <u>Level 2</u>	<input type="checkbox"/> <u>Level 3</u>	<input type="checkbox"/> <u>Level 4</u>	<input type="checkbox"/> <u>Level 5</u>	<input type="checkbox"/> <u>Level 6</u>
<b>SPEAKING</b>	<ul style="list-style-type: none"> <li>Repeat simple words, phrases and memorized chunks of language</li> <li>Respond to visually-supported questions of academic content with one word or phrase</li> <li>Identify and name everyday objects</li> <li>Participate in whole group chants and songs</li> </ul>	<ul style="list-style-type: none"> <li>Use first language to fill in gaps in oral English</li> <li>Repeat facts or statements</li> <li>Describe what people do from action pictures</li> <li>Compare real-life objects</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions of a social nature</li> <li>Express feelings</li> <li>Retell simple stories from picture cues</li> <li>Sort and explain grouping of objects</li> <li>Make predictions or hypotheses</li> <li>Distinguish features of content-based phenomena</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions for social and academic purposes</li> <li>Participate in class discussions on familiar social and academic topics</li> <li>Retell stories with details</li> <li>Sequence stories with transitions</li> </ul>	<ul style="list-style-type: none"> <li>Use academic vocabulary in class discussions</li> <li>Express and support ideas with examples</li> <li>Give oral presentations on content-based topics approaching grade level</li> <li>Initiate conversation with peers and teachers</li> </ul>	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.

	<input type="checkbox"/> <u>Level 1</u>	<input type="checkbox"/> <u>Level 2</u>	<input type="checkbox"/> <u>Level 3</u>	<input type="checkbox"/> <u>Level 4</u>	<input type="checkbox"/> <u>Level 5</u>	<input type="checkbox"/> <u>Level 6</u>
<b>READING</b>	<ul style="list-style-type: none"> <li>• Identify symbols, icons and environmental print</li> <li>• Connect print to visuals</li> <li>• Match real-life familiar objects to labels</li> <li>• Follow directions using diagrams or pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Search for pictures associated with word patterns</li> <li>• Identify and interpret pre-taught labeled diagrams</li> <li>• Match voice to print by pointing to icons, letters or illustrated words</li> <li>• Sort words into word families</li> </ul>	<ul style="list-style-type: none"> <li>• Make text-to-self connections with prompting</li> <li>• Select titles to match a series of pictures</li> <li>• Sort illustrated content words into categories</li> <li>• Match phrases and sentences to pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Put words in order to form sentences</li> <li>• Identify basic elements of fictional stories</li> <li>• Follow sentence-level directions</li> <li>• Distinguish between general and specific language in context</li> </ul>	<ul style="list-style-type: none"> <li>• Begin using features of non-fiction text to aid comprehension</li> <li>• Use learning strategies (e.g., context clues)</li> <li>• Identify main ideas</li> <li>• Match figurative language to illustrations (e.g., "as big as a house")</li> </ul>	Grade level
	<input type="checkbox"/> <u>Level 1</u>	<input type="checkbox"/> <u>Level 2</u>	<input type="checkbox"/> <u>Level 3</u>	<input type="checkbox"/> <u>Level 4</u>	<input type="checkbox"/> <u>Level 5</u>	<input type="checkbox"/> <u>Level 6</u>
<b>WRITING</b>	<ul style="list-style-type: none"> <li>• Copy written language</li> <li>• Use first language to help form words in English</li> <li>• Communicate through drawings</li> <li>• Label familiar objects or pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Provide information using graphic organizers</li> <li>• Generate lists of words/phrases from banks or walls</li> <li>• Complete modeled sentence starters</li> <li>• Describe people, places or objects from illustrated examples and models</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in prewriting strategies</li> <li>• Form simple sentences using word/phrase banks</li> <li>• Participate in interactive journal writing</li> <li>• Give content-based information using visuals or graphics</li> </ul>	<ul style="list-style-type: none"> <li>• Produce original sentences</li> <li>• Create messages for social purposes</li> <li>• Compose journal entries about personal experiences</li> <li>• Use classroom resources (e.g., picture dictionaries) to compose sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Create a related series of sentences in response to prompts</li> <li>• Produce content-related sentences</li> <li>• Compose stories</li> <li>• Explain processes or procedures using connected sentences</li> </ul>	Grade level

### Standardized Assessment Accommodations NDAC § 67-28-01-05 (2)(f)

<b>ACCESS for ELLs 2.0</b>		<b>State/District Assessment Accommodations</b>	
Accommodations must be assigned to student using WIDA DRC Testing Site. Only students with an IEP or 504 may be assigned accommodations on this assessment.		STAR, NDA+, NDSA, ACT, ASVAB, etc. Each assessment allows different accommodations. Those checked below indicate to provide when allowed on the assessment. These are accommodations specific to students acquiring English as another language. More accommodations or universal features may be available on assessments that the student would benefit from receiving. Test Coordinators may have to enter accommodations into online systems.	
<input type="checkbox"/>	Manual control of item audio (L,S,W)	<input type="checkbox"/>	Simplify, Clarify, Paraphrase test directions
<input type="checkbox"/>	Repeat item audio (L,S,W)	<input type="checkbox"/>	Extended Time
<input type="checkbox"/>	Human reads response options aloud (L)	<input type="checkbox"/>	Small Group Testing Environment
<input type="checkbox"/>	Human repeats response options 1x (L)	<input type="checkbox"/>	Word-to-Word Bilingual Dictionary
<input type="checkbox"/>	Human reads test items aloud (L, S, W)	<input type="checkbox"/>	Read aloud test items and answer choices verbatim (don't read RLA passages aloud)
<input type="checkbox"/>	Human repeats test items (L -1x, S, W)	<input type="checkbox"/>	<input type="checkbox"/> Embedded text-to-speech <input type="checkbox"/> Human Reader
<input type="checkbox"/>	Scribed response (L, R, W)	<input type="checkbox"/>	Translated Test Directions/Items
<input type="checkbox"/>	Record responses: student transcribes (R, W)	<input type="checkbox"/>	Other (Comment Below)
<input type="checkbox"/>	Respond to test items with assistive tech	Comments: <a href="#">Click or tap here to enter text.</a>	
<input type="checkbox"/>	Administer in non-school setting		
<input type="checkbox"/>	Extended speaking test response time		
<input type="checkbox"/>	Extended testing time within a school day		
<input type="checkbox"/>	Extended test domain over multiple days		
<input type="checkbox"/>	Large-print version of test		
<input type="checkbox"/>	Braille (L, R, W)		
<input type="checkbox"/>	Interpreter signs test directions in ASL		
<input type="checkbox"/>	No Accommodations Needed		

### Appropriate Instructional Strategies and Accommodations Toolbox

NDAC § 67-28-01-05 (2)(e)(f)

<input type="checkbox"/> Extra time	<input type="checkbox"/> Preferential seating
<input type="checkbox"/> Cooperative learning activities	<input type="checkbox"/> Give oral clues or prompts
<input type="checkbox"/> Gradual Release: I do/we do/you do	<input type="checkbox"/> Sentence Frames
<input type="checkbox"/> Simplify language/ simplify directions	<input type="checkbox"/> Student repeat/rephrase directions
<input type="checkbox"/> Provide background knowledge	<input type="checkbox"/> Physically demonstrate concepts
<input type="checkbox"/> Individual/small group instruction	<input type="checkbox"/> Provide oral and written directions
<input type="checkbox"/> Assign Peer Buddies	<input type="checkbox"/> Lower reading level
<input type="checkbox"/> Read aloud test if student chooses	<input type="checkbox"/> Check often for understanding
<input type="checkbox"/> Use manipulatives	<input type="checkbox"/> Closed Captioning
<input type="checkbox"/> Add visual support	<input type="checkbox"/> Allow use of translation applications at times
<input type="checkbox"/> Use graphic organizers	<input type="checkbox"/> Reduce the number of items or choices
<input type="checkbox"/> Pre-teach vocabulary	<input type="checkbox"/> Allow alternate ways to demonstrate learning
<input type="checkbox"/> Post vocabulary in classroom	<input type="checkbox"/> Provide a word bank (chunk work banks)
<input type="checkbox"/> Allow bilingual dictionary	<input type="checkbox"/> Highlight study guides/ Correlate study guides with test
<input type="checkbox"/> Examples of test items and tasks	<input type="checkbox"/> Allow copying from notes/books
<input type="checkbox"/>	<input type="checkbox"/>

Error! Missing test condition.

Specialized Language Instruction		NDAC § 67-28-01-05 (2) (c)	Service Provider and Minutes
			Provide course name if applicable
<input type="checkbox"/>	Direct Service Models:	<input type="checkbox"/> Sheltered Instruction <input type="checkbox"/> Pull Out <input type="checkbox"/> Push-In <input type="checkbox"/> Newcomer Program <input type="checkbox"/> Co-Teaching <input type="checkbox"/> ELD Course	
			Service Provider, Staff Consulted, Frequency of Consultation
<input type="checkbox"/>	Indirect Service:	- Consultative	
<input type="checkbox"/>	No Support	- Parent refusal of services	<b>An annual ILP and language testing is required.</b>

Related Services NDAC § 67-28-01-05(2)(d)	
<input type="checkbox"/> <b>Special Education/IEP</b> <b>Case manager</b> Click or tap here to enter text. <input type="checkbox"/> <b>504</b> Click or tap here to enter text.	<input type="checkbox"/> <b>MTSS/Intervention Program</b> <b>specify:</b> Click or tap here to enter text. <input type="checkbox"/> <b>Other (specify)</b> Click or tap here to enter text.

**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 in the mainstream classroom. Sometimes this is a small group setting or as co-teaching.

**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.

**English Language Development**

Student attends a course specific to English language development. Instruction includes working on word, sentence, and discourse level language skills in all four language domains: speaking, listening, reading, writing.

**Consultative**

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

Student Name:

Exit Year: Choose an item.

Grade Level: Choose an item.

Monitor Year?  Year 1  Year 2

School Name: Choose an item.

Expected Graduation Year: Choose an item.

School 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
<b>English</b>	<choose>	<input type="text"/>	<choose>	<input type="text"/>
<b>Social Studies</b>	<choose>	<input type="text"/>	<choose>	<input type="text"/>
<b>Math</b>	<choose>	<input type="text"/>	<choose>	<input type="text"/>
<b>Science</b>	<choose>	<input type="text"/>	<choose>	<input type="text"/>



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

