ENROLLING NEW AMERICANS

West Fargo Public Schools enrolls learners according to their date of birth. This can cause confusion with families who are new to the United States. Our system for labeling grade levels does not align with many countries. Some countries refer to their first year of school as "grade 1" while we call it Kindergarten. Our school year dates and timelines may also be misaligned. Given the uniqueness of each country's educational system, we may need to do some research to make the best grade level decision. Please see the resource "Evaluating Foreign Transcripts: The A-Z Manual" . This resource will give an overview of the educational system of almost 80 different countries. Additionally, this website is also very valuable in learning about different countries grading and educational systems: https://www.scholaro.com/db/Countries

Explain the discrepancies to families, with the assistance of an interpreter as needed.

Proceed with initial enrollment of learners based on their date of birth according to our procedural guidance. If a decision is made to move the learner to another grade level, the change can be documented. This may require administering our grade-level acceleration process.

If a learner has attended school in the United States, the grade level on their transcript is utilized to make the grade level placement; whether this was an error or completed through an acceleration process.

At the high school level, we have developed an international transcript process to help. You can find this document by visiting our district website: https://www.west-fargo.k12.nd.us/cms/lib/ND02203445/Centricity/Domain/111/WFPS International Transcript Process.pdf

Federal guidance stipulates that learners must be provided full access to education within their jurisdiction, regardless of immigration status. We cannot require identification tools that effectively ascertain immigration status such as proof of citizenship, social security numbers, or other tools that would make immigration status a condition of participation in schools. (Plyer v Doe, 1982)