



NORTH DAKOTA
**DEPARTMENT OF
PUBLIC INSTRUCTION**

ENGLISH LEARNERS

EL01 – EL16

FEDERAL TITLE PROGRAMS MONITORING

2025-2026

North Dakota EL Monitoring Indicators

Purpose: To ensure LEAs comply with federal requirements for supporting English Learners (ELs).

The English Learners Monitoring Guide is divided into two sections: Documentation and Verification.

- **Documentation:** Refers to the materials that the District must submit to the North Dakota Department of Public Instruction (NDDPI).
- **Verification:** Refers to the materials required from the District but retrieved directly by the Title III Program Manager. If the submitted information does not meet the requirements, the District must provide updated documentation along with a statement of assurance confirming that the necessary corrections or additions will be made in the following year.

Documentation

All indicators outlined in this section are mandatory evidence submissions.

Documentation: Leadership & Policy

Submission EL01: District EL Policy (**Completed by ALL Districts**)

Requirement: ESSA section 3116 requires every school district to have a policy for providing alternative language services in compliance with EL instruction. Districts indicate an annual assurance of an approved EL policy and the policy date in the STARS MIS01 Fall Report.

- ☐ **Documentation:** The District must submit a copy of the EL policy approved by the school board. **Label as Submission EL01-a.**
- ☐ **Documentation:** The District must submit a copy of the approved minutes from the school board meeting where the EL Program Policy was approved. **Label as Submission EL01-b.**

Submission EL02: Home Language Surveys and ELP Screener Evidence (Completed by ALL Districts)

Requirement: Compliance with the ESSA and the Office of Civil Rights (OCR) recommendations for EL identification.

- ☐ **Documentation:** The District must submit (3-5) completed Home Language Surveys (HLSs) and copies of a current ELP Screener score report. **Label as Submission EL02.**

Documentation: Program Implementation

Submission EL03: Parent Notification Letters for EL Identification (Completed by Districts with Currently Enrolled ELs)

Requirement: Title I and Title III requires the district to inform parents (to the extent practicable, in a language/format they understand) of the student's EL status and their level of English language proficiency. Title I and Title III also require parent notification to occur within 30 days of the start of the school year or within two weeks of identification during the school year.

- ☐ **Documentation:** The District must submit 3-5 Parent Notification Letters. **Label as Submission EL03.**

Submission EL04: Local EL Program Plan (LAU Plan) or Handbook (Completed by ALL Districts)

Requirement: Federal law compliance (OCR Memo, Lau v. Nichols, EEOA) requires districts to have a local program plan (LAU Plan) or handbook containing the following:

- A description of the Language Instruction Educational Program (LIEP), the alternate language curriculum, and how they will help students learn English and meet challenging academic standards
- A description of how each school's program is based upon sound educational theory and evidence-based practices.
- A description of how the school's program is supported with adequate and effective staff and resources, so the program has a realistic chance of success, including instructional facilities comparable to those for non-ELs.
- A description of how each school's program is evaluated to ensure the program produces results showing the language barriers are being overcome within a reasonable amount of time.

- ☐ **Documentation:** The District must submit the EL program plan or handbook. **Label as Submission EL04.**

Submission EL05: Individualized Language Plans (ILPs) (Completed by Districts with Currently Enrolled ELs)

Requirement: ESSA section 3113 requires all ELs in the district to have an annually updated ILP created collectively by the language support team (EL teacher, classroom teacher, administrator, and parent). The plan must include the following items:

- Student English language proficiency levels,
- Academic achievement,
- The language instruction educational program type and amount of service time provided,
- Instructional strategies to be used in the general education classroom,
- Accommodations or modifications as applicable in the classroom and on assessments,
- Goals for the year, and
- Additional services provided, if applicable, such as Title I, levels of service (gifted and talented), MTSS or tiered support, special education, etc.

☐ **Documentation:** The District must submit at least FIVE (5) completed and current ILPs, including required components and appropriate signatures. If the district has less than five ELs enrolled, submit ILPs for all ELs. **Label as Submission EL05.**

Documentation: Professional Development & Resources

Submission EL06: Evidence of EL-Related Professional Development (Completed by ALL Districts)

Requirement: Section 504 of the Rehabilitation Act, EEOA, and Title VI Civil Rights mandates.

☐ **Documentation:** The District must submit evidence of professional development for leaders, classroom/content teachers, EL teachers, specialists, etc., involved in the education of ELs. **Label as Submission EL06.**

Submission EL07: Detailed Ledger Showing Allocated Resources for LIEP (Completed by ALL Districts)

Requirement: EEOA and Title III compliance to evidence that adequate resources have been allocated to implement the LIEP effectively (e.g., EL staff, PD, EL materials, and supplies).

☐ **Documentation:** The District must submit the district ledger demonstrating general funds supporting EL. **Label as Submission EL07.**

Documentation: Instructional Space & Access

Submission EL08: Comparable Instructional Space and Access to Curriculum (Completed by Districts with Currently Enrolled ELs)

Requirement: Title VI Civil Rights and ESEA require districts to utilize instructional facilities comparable to those provided for non-ELs and not to unreasonably segregate ELs.

- ☐ **Documentation:** The District must submit the school map highlighting the EL program room or instructional space and labeling other comparable service providers like Title I, Special Education, LOS, etc. **Label as Submission EL08-a.**
- ☐ **Documentation:** The District must submit class schedules and rosters of EL students' class schedules and rosters of EL participants in extra and co-curricular activities to show language is not a barrier for ELs to participate in ALL courses and activities. **Label as Submission EL08-b.**

Documentation: Services for ELs on IEPs

Submission EL09: Services Provided to ELs with IEPs (Completed by Districts with Currently Enrolled ELs)

Requirement: Individuals with Disabilities Act (IDEA) compliance. English learners with disabilities must be provided special education services according to their Individual Education Plan (IEP), in addition to an ILP according to their ILP.

- ☐ **Documentation:** The District must submit documentation that may include a student's class schedule, ILP, and IEP to evidence all services provided. If the district has no ELs on an IEP, indicate this as a statement labeled "N/A." **Label as Submission EL09.**

Documentation: Monitoring & Evaluation

Submission EL10: Monitoring Records for Exited ELs (Completed by ALL Districts)

Requirement: Title VI Civil Rights and ESEA requirements for monitoring exited ELs for at least two years to ensure language is no longer a barrier.

- ☐ **Documentation:** The District must submit the EL monitoring records of at least five (5) ELs who have attained proficiency (exited the program) in the past two

years. If the district has not had any ELs attain proficiency in the past two years, submit a narrative of how the school specifically monitors the academic progress of former ELs. **Label as Submission EL10.**

Submission EL11: Program Evaluation Documentation (Completed by Districts with Currently Enrolled ELs)

Requirement: OCR requires districts to evaluate the effectiveness of a school district's language assistance program(s) to ensure

- EL students in each program acquire English proficiency
- Each program was reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period.

☐ **Documentation:** The District must submit minutes from a program evaluation meeting, a program evaluation inventory signed by the language support team, and/or a program evaluation report signed by the language support team submitted to the school/district's leadership and/or school board. **Label as Submission EL11.**

Documentation: Correspondence

Documentation EL12: Information to Parents in Understandable Language and Format (Completed by ALL Districts)

Requirement: Title I and OCR requirements for providing information in a language and format parents understand.

☐ **Documentation:** The District must submit evidence that information provided to parents is in a language and format they understand. This includes registration materials (HLS, parent notes/reminders, website, etc.). **Label as Submission EL12.**

Verification

The State Title III Program Manager will verify all indicators outlined in the “Verification” section. The status of each indicator will be documented in the Initial Monitoring Report, and any requests for additional information will be detailed in the “Action Required” section.

Verification: Leadership & Policy

Verification EL13: Leadership (Completed by ALL Districts)

Requirement a: The district must assign a **Certified EL Program Director** who has the authority to allocate resources to the program, oversee its implementation, and understand the role and responsibilities.

- **Verification:** Verified through MIS01 Fall Report by State Title III Program Manager.

If the information does not meet the requirements, the District must provide additional documentation as requested.

- ☐ An assurance sentence indicating it will be added/corrected in the subsequent year’s MIS01 Fall Report. **Label as Submission EL013-a.**

Requirement b: The district must identify an **EL Certified Coordinator/Test Administrator** with an EL endorsement who is responsible for implementing the EL identification plan, including screening potential EL students.

- **Verification:** Verified through MIS01 Fall Report by State Title III Program Manager.

If the information does not meet the requirements, the District must provide additional documentation as requested.

- ☐ An assurance sentence indicating it will be added/corrected in the subsequent year’s MIS01 Fall Report. **Label as Submission EL13-b.**

Verification: EL Identification

Verification EL14: District's EL Identification Plan (Completed by ALL Districts)

Requirement: The plan must meet the requirements and align with the statewide EL identification criteria and procedures as per Title VI of the Civil Rights Act of 1964 (Title VI Civil Rights) and the Equal Educational Opportunities Act of 1974 (EEOA that require all

school districts to have procedures in place to accurately and timely identify potential EL students.

- **Verification:** Verified through MIS01 Fall Report by State Title III Program Manager.

If the information does not meet the requirements, the District must provide additional documentation as requested.

- ☐ An assurance sentence indicating it will be added/corrected in the subsequent year's MIS01 Fall Report. **Label as Submission EL14.**

Verification: Program Implementation

Verification EL15: Evidence of Qualified EL Teachers (Licenses/Endorsements) (Completed by ALL Districts)

Requirement: Teachers must hold proper endorsements under the EEOA and Title III.

- **Verification:** The State Title III Program Manager will verify the teacher's North Dakota credentials, including an ELL/ESL endorsement.

- ☐ If the information does not meet the requirements, the District must provide additional documentation as requested. **Label as Submission EL15.**

Verification: Compliance & Participation

Verification EL16: Participation in Annual Summative ELP Assessment (Completed by ALL Districts)

Requirement: EEOA and ND ESSA Plan require all districts with ELs to measure the language proficiency of all ELs, ensuring program effectiveness and student growth. Districts must use a valid and reliable assessment and ensure all ELs participate each year. The North Dakota ELP Assessment is currently the WIDA ACCESS for ELLs.

- **Verification:** The State Title III Program Manager will pull reports from ACCESS and STARS.

If the information does not meet the requirements, the District must provide additional documentation as requested.

- ☐ The District must submit evidence of ACCESS for ELLs administration report from WIDA AMS. **Label as Submission EL16-a,**
- ☐ STARS enrollment report of all EL students during the testing window. **Label as Submission EL16-b,** and
- ☐ Non-participation report from STARS for students who did not participate, if applicable. **Label as Submission EL16-c.**

Check-list: Documentation Needed from ALL Districts

1. EL Policy and board approval minutes. (EL02)
2. Home Language Surveys, assurance statement if no EL-related errors (3-5). (EL04)
3. Local EL program plan (LAU Plan) or handbook. (EL06)
4. Evidence of professional development. (EL09)
5. Detailed ledger showing allocation of resources. (EL10)
6. Monitoring records or assurance statement for exited ELs. (EL13)

Check-list: Additional Documentation Needed from Districts with Currently Enrolled ELs

1. Parent Notification Letters (3-5). (EL05)
2. Individualized Language Plans (ILPs) (3-5). (EL07)
3. School map, class schedules, and rosters. (EL11)
4. Services for ELs with IEPs or “N/A” statement. (EL12)
5. Evidence of information provided in an understandable format. (EL16)
6. Program evaluation documentation. (EL14)

Resources/References are found on the [English Learner/Multicultural Education website](#).