Guidance on MIS01
Fall Report ELL/LEP

English Learners in North Dakota
Office of Indian/Multicultural Education
(701) 328-1876

August 2016

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District Reporting Requirements

The district completes reports on the STARS system in the fall of each school year. This report gives basic information about the ELL program in the school district, including the school board ELL policy, the identification and assessment plans, ELL contact information, assurances, and program model types used in the district.

MIS01 LEA Fall Report (all school districts in North Dakota)

The MIS01 Fall Report provides information about the type of ELL programs that are offered and staff assigned to help districts be prepared for students entering the district and NDDPI reach out with information and technical assistance. This information applies to ALL districts even if the district does not have any current students enrolled as ELL/LEP.

ELL Policy: Each district in North Dakota must have a school board policy related to serving ELL students. The North Dakota School Board Association has a sample ELL policy that many schools choose to adopt. Each school district in North Dakota must provide an annual assurance that they have an ELL policy approved by the school board.

- Checkbox indicating the assurance of an ELL policy approved by the school board
  - Validation Error if box is not checked
- Date of school board approval
  - Validation Error if no date is reported

ELL Director: The ELL program director must be listed for each district. This person must have the authority to commit resources in the event that an ELL student enrolls in the school district. In the case of districts that already have ELL students, this person must commit resources and provide administrative oversight to the district’s ELL program. This person will be included in the ELL distribution list and will receive ELL-related correspondence from the NDDPI.

- ESPB license number, email address and phone number of ELL Director (North Dakota Administrative Credential required) for ELL related memos and updates
  - Validation Error if this field is not completed
  - Validation Warning if the license holder does not have a valid North Dakota Administrative Credential (AD, SP, EP)

LEP/ELL Certified Teacher/Test Administrator: Each district must have a contact person to be the LEP/ELL Certified Teacher/Test Administrator. This person must hold a North Dakota teaching license including the ELL or bilingual endorsement or must have a plan on file to complete the endorsement. They must have completed the online training and quiz requirements for the WIDA assessments that they will administer. Many districts have an agreement with nearby districts or other service providers (REAs, special education units, etc.) to ensure that in the event a potential ELL student registers for school, the district knows who to call for help in administering the ELL screener assessments (MODEL, W-APT, WIDA Screener). Once the teacher license number is entered, STARS will verify that the teacher has their ELL or Bilingual Endorsement or a current plan on file (this was not operational in previous years). Be sure the person or entity you are listing in this section is in agreement. This person will be included in the ELL distribution list and will receive ELL-related correspondence from the NDDPI.
• ESPB license number, email address and phone number of ELL teacher responsible for completing the training and administering the English Language Proficiency Assessments (North Dakota ELL Endorsement on teaching license required)
  o Validation Error if this field is not completed
  o Validation Warning if no ELL or Bilingual Endorsement or reeducation plan is found

Additional ELL Contact(s): The additional LEP/ELL contact(s) is an optional field. This is staff the district would like to have receive ELL-related correspondence. Anyone can be listed (ELL teacher, para-professional, individual contracting with a district) in this field. Many districts enter their additional ELL teachers or principals in this area to ensure ELL-related communications are sent directly to key ELL staff.
  • Name, email address, and phone number of additional staff to receive ELL related memos and updates
    o Validation Warning if no additional contact is listed – This is just a reminder.

LEP/ELL Student Identification Plan: This plan should indicate the way in which the district surveys all district registrations for potential ELL students. Most districts use a Home Language Survey (HLS) or have questions on the registration form that are related to the languages that have been used by or with each individual student. This plan should outline how the HLS information is collected and reviewed to ensure that potential ELLs are referred for assessment.
  • Narrative box for description of the district’s screening and identification process
    o Validation Error if no identification plan is written

LEP/ELL Student Assessment Plan: This plan should indicate the way in which the district will screen potential ELL students and annually assess the English language proficiency of the identified ELs. This includes information such as: assessments the district will use, staff who will administer assessments, and the way in which ELs participate in other assessments with LEP/ELL accommodations.
  • Narrative box for the description of the district’s assessment plan
    o Validation Error if no identification plan is written

LEP/ELL Certificate of Compliance: In this section the district is certifying it is/will fulfill with the following requirements for the current school year:
  ➢ Provide alternative language instruction that is based on research and effective practice.
  ➢ Provide an alternative language curriculum, including materials and resources that are based on North Dakota English language proficiency and academic content standards, is consistent with the school district's program model, and is appropriate for the identified student population.
  ➢ Use instructional facilities that are comparable to that provided for non-English language learner students, and will not unreasonably segregate English language learners.
  ➢ Provide alternative language instruction by or under the supervision of a licensed teacher who holds an endorsement from the North Dakota Education Standards and Practices Board in English as a second language or bilingual education or a major in teaching English as a second or other language.
  ➢ Incorporate administrative oversight by a program director with an administrative credential.
  ➢ Incorporate a systematic evaluation and reporting plan that uses both summative and formative methods of data collection and evaluation, consistent with federal requirements on data collection and reporting.
• Checkbox to certify of compliance
  o Validation error if box is not checked

The following are reports for districts/schools/consortia with currently enrolled ELLs

MIS01 LEA Fall Report (all school districts in North Dakota serving as the fiscal agent for a Title III grant in the previous school year)

Title III Professional Development Report
• Checkbox to identify the topics for which professional development was offered by your district or Title III consortium and was supported with Title III funds in the previous school year
  o If “other” is chosen, a description must be entered in the textbox
• Text box to enter the total number of participants supported by Title III grant funds for each type of participant.
  o If someone participates in more than one type of topic from above, they will be counted more than once.

ACCESS Non-Participation Report (all school districts with ELLs)

The ACCESS Non-Participation Report contains students who were enrolled during the ACCESS testing window, but did not have an ACCESS test record. Districts are responsible for the annual assessment of English Language Proficiency for each ELL student enrolled during the testing window. Districts must import the students and choose a reason code for each non-participating ELL student.
• Pull down list of reasons for non-participation in ACCESS
  o Validation Error if Other is reason code but no reason provided in text box
  o Validation Error is no reason code is chosen for a student

School Reporting Requirements

The STARS includes a report called the MIS03 report. This personnel report gives information about staff working within the ELL program, the percentage of time devoted to ELL, and the course codes associated with the teacher’s classes. The ELL director also completes the percentage of time spent on the ELL program.

MIS03 Regular School Year Licensed Personnel Record

ELL teachers should list a position code of 70 and area of responsibility code of 014. The ELL course code varies by grade level and includes 24001, 24005 and 24010. The area of responsibility code for administrators working in the ELL program is 263. Please refer to the MIS03 manual for more detailed information at: https://www.nd.gov/dpi/uploads/73/mis03_instr.pdf

PER02 Regular School Year Licensed Personnel Record

ELL teachers should list a position code of 71 and area of responsibility code of 118. Please refer to the Per02 manual for more detailed information at: https://www.nd.gov/dpi/uploads/73/per02_instr.pdf.
Student Reporting Requirements

Student information provided in the enrollment report is used for federal data collection, school aid payments, grant eligibility, and accountability. It is imperative that data be collected, reviewed by ELL personnel, and reported to the state using STARS. School districts may use PowerSchool to store their local ELL information, however in order to have that information uploaded to STARS the school district must activate this function in the STARS system. This is done by checking the “process” box for LEP in the “automated file transfer” option similar to other uploads from PowerSchool to STARS.

LEP/ELL Status (permanent record)
- Checkbox to indicate the student qualifies for ELL services
  - Validation Error if no Primary (Heritage) Language is chosen
- Pull down menu of Primary (Heritage) Languages (English is not on the list)
- Date box for ELL Program Begin date (date student first began ELL program)
  - Validation Error if no Begin date is provided.
- Date box for ELL Program Exit date - date student met exit criteria – state will enter when attainment is reached – if district needs a date entered contact state ELL program administrator
  - Validation Error if the date is prior to the current school year (exited students do not qualify for the ELL program)

LEP/ELL Status (school detail record)
- Numerical text box for plan manager - ELL teacher responsible for the English language instruction education program for the student (ELL teacher license number)
  - Validation Error if the teacher does not have a current ELL or Bilingual Endorsement or if no plan is on file with ESPB
- Date box for individualized language plan date
  - Validation Error if the first year date is not within 30 days of identification
  - Validation Error if the date is not within the current school year
- Limited English proficiency assessment data (optional submission)
  - W-APT, MODEL and Out-of-State ACCESS test scores can be reported (date, grade, proficiency level, scale score (1-12 MODEL and OOSACCESS) and test type are entered)

Immigrant Status (permanent record)
- Checkbox to indicate student is an immigrant (student who: is age 3-21, was not born in any U.S. state, and has not attended one or more schools in the U.S. for more than 3 full academic years)
- Pull down menu for origin country (for refugees, list country of origin, not last country of residence - for immigrants, list country of birth)
  - Validation Error if immigrant box is checked but origin country is not reported
- Date box for entered US date
  - Validation Error if immigrant box is checked but entered US date is not reported
  - Validation Error if entered US date is before the student’s date of birth

Refugee Status (permanent record)
- Checkbox to indicate student is a refugee (immigrant data must also be provided in order to qualify for additional funding opportunities)
English Learners Defined

The first step in providing English Learner (EL) services is to identify the students who may qualify for the EL program. The federal and state definitions for ELs are very similar.

Federal English Learner (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.
Title IX, Section 9101, No Child Left Behind Act, 2001

State EL definition:

Eligibility for English language learner services
To be eligible for English language learner services, a student must:
1. Be at least five years of age, but must not have reached the age of twenty-two;
2. Be enrolled in a school district in North Dakota;
3. Have a primary language other than English or come from an environment in which a language other than English significantly impacts the individual’s level of English language proficiency; and
4. Have difficulty speaking, reading, writing, and understanding English as shown by assessment results.

ND Administrative Code Section 67-28-01-04

In the most basic terms, students must be of school age, enrolled in school and come from an environment in which a language other than English has had a significant impact, such that the student cannot access the academic language of the classroom environment without specialized instruction and accommodation.
Identification of English Learners – Home Language Survey

The Office of Civil Rights (ORC) recommends a Home Language Survey (HLS) to be used in every school to help identify potential ELs. The two most important factors regarding the use of the HLS are communication and individual consideration for each student.

Schools must communicate clearly with parents to assure that answers given on the HLS are accurate and reflect the possible influences of other languages on the child. Parents, and not schools, must report the language information. Many factors can contribute to inaccurate data reported on a HLS. Parents might think that the school values English more than other languages or might be reluctant to be honest about the languages used in the home. Other parents may not understand the purpose of the HLS and report languages that their child is studying as a second language. If the data seems incorrect or incomplete, schools may ask parents for further clarification and make changes on the HLS by making a note of the personal or phone conversation (initialed and dated).

Each student must also be considered on an individual basis. Decisions cannot be made uniformly regarding one cultural group or one family. Unique circumstances and special cases must be considered to determine if the EL definition fits each student. The chart below illustrates the linguistic diversity in the state. North Dakota ELs represent over 116 language groups. Fifty-six percent of ELs in North Dakota speak one of the following three languages: Spanish, Somali or Nepali. The other 44% of ELs represent the remaining 113 languages.

![Chart showing top languages in ND 2015-2016]

Schools must provide linguistic services for all ELs who need language support services to succeed academically, and the identification of those students must be linguistic-based. To comply with this civil right, schools must administer a language screening tool to ALL students. Schools often use the HLS as the language screening tool. If a school uses an HLS as the screening tool, it would not be acceptable to administer the HLS to only those students suspected to be ELs due to national origin, culture, race or ethnicity. The language screening tool must be administered to all students.

ELs in North Dakota are students who are Native American, refugee, immigrant, migrant, Hutterite, foreign adopted, and natural born citizens from bilingual households. Some students may be the only
English speaker in the household or have one parent who speaks English and one parent who does not. Other students may have been raised by a grandparent who speaks a language other than English. The recommended sample HLS for North Dakota includes five critical questions in order to screen for every possible situation that may lead to a student experiencing the influence of another language in their lives. The HLS may also serve as a tool to collect data for other EL related programs in which students may qualify. A sample HLS can be found in Appendix A. Schools may use this sample as is, or adapt it to fit the needs of the students they serve. No matter what is used by a district to screen for possible language influence, it must include a variety of questions to ensure all potential ELs are identified for further screening/assessment.

The state of Arizona previously used a one question HLS and they testified in federal court in September, 2010 regarding the potential for under identifying potential EL students with their single question HLS. The OCR letter to the state’s department of education states that the one question HLS “does not comply with Title VI because these identification procedures do not adequately identify and serve ELs who need English language development services…” North Dakota does not require a specific set of questions to be asked; however, the sample HLS in the appendix includes the questions needed to screen for all potential ELs.

**Screening for ELs – English Language Proficiency Assessment**

The next step after a language other than English is reported on the HLS is to look again at the EL definition to determine if the individual student meets the definition. If student records are available, they may be used to determine if the student has exhibited the “ability to successfully achieve in classrooms where the language of instruction is English.” If the student records indicate previous participation in EL services in another school, if the student has not been successful or if records are unavailable, they should be referred for an English Language Proficiency (ELP) screener assessment.

It is important to understand the nature of an ELP assessment prior to determining which students should be administered the assessment. ELP assessments measure the degree to which a student can read, write, listen and speak using academic English. North Dakota is a member of the World-Class Instructional Design and Assessment (WIDA) Consortium and uses the W-APT, MODEL, or WIDA screener assessments for initial ELP screening. WIDA’s ACCESS 2.0 assessment is North Dakota’s approved annual English language proficiency assessment. ACCESS 2.0 assigns a proficiency level score to each of these four components in addition to calculating an overall (composite) score. More information on these assessments can be found at [www.wida.us](http://www.wida.us).

Many at-risk students lack proficiency in academic language. EL programs are intended for students who come from an environment where a language other than English is significantly impacting the student’s level of English language proficiency. The W-APT, MODEL, WIDA Screener and ACCESS 2.0 assessments are not intended or designed to differentiate between students who are: EL, native speakers of English, at-risk, language impaired or community dialect speakers. Rather, it is designed to measure English language proficiency for students who have had a significant influence of a language other than English. The W-APT, MODEL, or WIDA Screener should not be used until the other parts of the EL definition have been met.

Using the W-APT, MODEL, WIDA Screener or ACCESS 2.0 for students who do not have a significant influence of a language other than English is likely to result in false positives and over-identification of ELs.

**Test Administrator Training**

In order to administer the WIDA assessments, teachers holding a current North Dakota ELL endorsement must be certified in the assessments they intend to administer. All training materials will be available virtually through web-based modules and online resources. WIDA has developed a WIDA Screener training course through the secure portal modules, checklists to provide specific information to support test preparation and administration for ACCESS for ELLs 2.0 for school year 2015-2016. These checklists are the following roles:
Technology Coordinator – responsible for all technical and system set up for online testing

Test Coordinator – responsible for the overall coordination or test administration activities

Test Administrator – responsible for administering ACCESS for ELLs 2.0

These checklists can be found under ACCESS for ELLs 2.0 Preparation Resources page on the WIDA website https://www.wida.us/assessment/access20-prep.aspx. For WIDA MODEL, WIDA Screener (speaking and writing) and W-APT screening tools and paper-based ACCESS 2.0 assessments the test administrator must be a certified ELL teacher, complete the WIDA provided online training and certify the speaking portion every two years (North Dakota’s annual ELP assessment is delivered online with the exception of kindergarten and the writing portion of grades 1-3). A non-ELL endorsed teacher is welcome to administer the online WIDA assessments if supervised by an ELL endorsed teacher.

**All test administrators must become fully certified by completing the online courses associated with the portions of the assessment that they plan to administer.** Quiz results are available immediately upon completion of each quiz and an 80% pass rate is required. Finally, all test administrators must refresh their Speaking test training every two years by completing WIDA’s online training course and passing the online quiz for Speaking (80% minimum score).

The date quizzes were completed and the score for each quiz are recorded in each test administrator’s WIDA online account. This information is available to NDDPI staff and district test coordinators to assure that test administrators are qualified to administer each portion of the assessment. NDDPI holds district test coordinators accountable for the accuracy of their staff account information.
The training requirements for the WIDA family of assessments are outlined below:

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Grade Level</th>
<th>Sections Scored Locally</th>
<th>Test Administrator</th>
<th>Type of Training Needed</th>
<th>Options for Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-MODEL</td>
<td>K</td>
<td>Reading, Writing,</td>
<td>EL Teacher</td>
<td>K-MODEL Training</td>
<td>DVD/CD in MODEL Kit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listening &amp; Speaking</td>
<td></td>
<td></td>
<td>Online Speaking Training for Kindergarten (80% minimum quiz)</td>
</tr>
<tr>
<td>MODEL (Paper kits)</td>
<td>1-12</td>
<td>Reading, Writing,</td>
<td>EL Teacher</td>
<td>MODEL Training</td>
<td>DVD/CD in MODEL Kit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listening &amp; Speaking</td>
<td></td>
<td></td>
<td>Online Training Modules for Speaking Grades 1-12 (80% minimum quiz)</td>
</tr>
<tr>
<td>MODEL (Online)</td>
<td>1-12</td>
<td>Writing &amp; Speaking</td>
<td>Certified Teacher</td>
<td>MODEL Training</td>
<td>DVD/CD in MODEL Kit</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>(Reading-Listening only)</td>
<td></td>
<td>Online MODEL Training</td>
</tr>
<tr>
<td>W-APT</td>
<td>K-12</td>
<td>Reading, Writing,</td>
<td>EL Teacher</td>
<td>Online Training Modules for Speaking and Writing (80% minimum quiz)</td>
<td>WIDA Website</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listening &amp; Speaking</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>WIDA Screener (Paper)</td>
<td>1-12</td>
<td>Reading, Writing,</td>
<td>EL Teacher</td>
<td>Online Training Modules and 80% minimum quiz</td>
<td>WIDA Website</td>
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<td></td>
<td>Listening &amp; Speaking</td>
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<tr>
<td>WIDA Screener (Online)</td>
<td>1-12</td>
<td>Writing &amp; Speaking</td>
<td>Certified Teacher</td>
<td>Online Training Modules</td>
<td>WIDA Website</td>
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<td></td>
<td></td>
<td></td>
<td>(Reading-Listening only)</td>
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<td></td>
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<tr>
<td>ACCESS 2.0 (Paper only)</td>
<td>K</td>
<td>Speaking</td>
<td>EL Teacher</td>
<td>Online Training Module for Kindergarten (80% minimum quiz scores)</td>
<td>WIDA Website</td>
</tr>
<tr>
<td>ACCESS 2.0 (Online)</td>
<td>1-12</td>
<td>None</td>
<td>Test Administrator</td>
<td>ACCESS 2.0 Online Training 1-12 and complete checklist</td>
<td>WIDA Website</td>
</tr>
<tr>
<td>ACCESS 2.0 (Paper)</td>
<td>K-12</td>
<td>Speaking</td>
<td>EL Teacher</td>
<td>Online Training Checklist for Kindergarten and 1-12 (80% minimum quiz scores)</td>
<td>WIDA Website</td>
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<tr>
<td>Alternate ACCESS</td>
<td>1-12</td>
<td>Speaking</td>
<td>EL Teacher</td>
<td>Online ALT. ACCESS/MODEL Training and Online Training Modules for Alternate ACCESS (80% minimum quiz scores)</td>
<td>WIDA Website</td>
</tr>
</tbody>
</table>
EL Program Placement Criteria for grades 1-12

Starting with the ACCESS test scores from the 2009-2010 school year, the state approved exit criteria is an overall Proficiency Level score of 5.0 with a minimum score of 3.5 in each category of reading, writing, listening and speaking. Therefore, students who are screened using the W-APT, MODEL, or WIDA Screener assessments who do not meet the exit criteria are entered into the EL program and identified as ELs in PowerSchool and in STARS. A flowchart for EL identification, screening and programming can be found in Appendix B.

EL Program Placement Criteria for Kindergarten Students

In the first semester of Kindergarten, the listening and speaking sections of the K-MODEL are administered. If a student scores at or above a Level 3 in both of these domains, the Reading and Writing sections may be administered as well. If a student scores below a Level 3, the Oral Language Composite Score is entered into PowerSchool/STARS as the Overall Composite score and the student qualifies for the EL program. If a student is administered all four domains (RWLS), then the true Overall Composite Score is calculated and that score is entered into PowerSchool/STARS.

EL Program Placement Criteria for Preschool or PreK Students

If a family provides a language other than English during the HLS process, a PreK student is marked EL in PowerSchool/STARS. Currently, there is no assessment that can be used to accurately measure the ELP level for PreK students. When the student reaches Kindergarten, the EL Program Placement Criteria for Kindergarten Students is used to determine EL program eligibility.

EL Program Placement Criteria for Special Situations

A small number of students enter our schools on an annual basis each spring. Often times, these are students who meet the definition of a migrant student (has a parent who is a migratory agricultural worker and in the last three (3) years has moved from one school district to another, in order to work (temporary or seasonal) in agricultural activities). Many migrant students are not in attendance in our schools during the ACCESS testing window. In these special cases, when students only attend school in a WIDA state for the first few months of the school year, the full MODEL (not the screener) can be used to determine whether or not the student would still qualify for the EL program. Although it is ideal to exit the program based on the full ACCESS test, NDDPI recognizes that some students miss both ACCESS test windows on an annual basis. In these unique cases, the student can exit the program in the fall and the MODEL assessment date can also be entered into PowerSchool/STARS as the EL Program Exit/Attainment Date.

Contact Information

For clarification or more information about the EL Program in North Dakota, please refer to one of the contacts:

Lodee Arnold, Assistant Director  
(701) 328-1876  
laarnold@nd.gov

Jill Frohlich, Administrative Staff Officer  
(701) 328-2254  
jmfrohlich@nd.gov
Appendix A

North Dakota’s Sample Home Language Survey
Home Language Survey

Student Name: ____________________________________________________________ Student’s Grade: ___________________

Student’s School: ___________________________________________________________________________________________________________

The U.S. Office of Civil Rights requires schools identifying possible English Learners (ELs) 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 EL) 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.

<table>
<thead>
<tr>
<th>School</th>
<th>PreK</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<th>12</th>
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<tbody>
<tr>
<td>Grade level attended inside the U.S.</td>
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<tr>
<td>Grade level attended outside the U.S.</td>
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</tbody>
</table>

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 1-4, your child may qualify for additional services.

Refugee Student:
The NDDPI applies 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.

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

Immigrant Student:
Immigrant students are mentioned specifically in the EL 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.

2. Would your child be considered an immigrant student?    Yes    No
   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:
Native American and Alaska Native students are mentioned specifically in the EL definition and may qualify for EL services.

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

Migrant Student:
Migrant students are mentioned specifically in the EL definition and may qualify for EL services. A migrant student has a parent who is a migratory agricultural worker and in the last three (3) years has moved from one school district to another, in order to work (temporary or seasonal) in agricultural activities.

4. Would your child be considered a migrant student?    Yes    No
   If yes, what is the date you moved to this area? (mm/dd/yy) _____/_____/_____.
   If your family moved to this area for agriculture (temporarily or seasonally), in what area(s) do you work: (please check all that apply)
   □ Sugar Beet Industry    □ Meat Processing Plant    □ Trimming Trees
   □ Potato Industry       □ Chicken Farms/Processing    □ Raw Cheese Production
   □ Bee Keeper/Honey Processing □ Plant/Cultivate Trees    □ Custom Combining
   □ Turkey Farm/Processing □ General Dairy Farm Work    □ Landscaping, Laying Sod or Planting Grass
   □ Egg Production        □ Transportation of Agricultural Products

North Dakota Department of Public Instruction
Guidance on Identification and Screening
Appendix B

North Dakota’s Sample English Language Learner Student Identification and Program Flowchart
New student arrives at district, HLS is administered as part of enrollment

- HLS indicates no other language
  - HLS indicates that student is not Immigrant, Native American or Migrant
    - Student does not meet EL definition, Student is not eligible for EL services
  - HLS indicates that student is Immigrant, Native American or Migrant
    - Student may meet EL definition
      - Student does not meet EL definition and is not eligible for EL services
      - Student scores above the exit criteria and is not eligible for EL services
      - Student scores lower than the exit criteria and is eligible for EL services

- HLS indicates a language other than English
  - Student may meet EL definition
    - Student does not meet EL definition and is not eligible for EL services
    - Student scores above the exit criteria and is not eligible for EL services
    - Student scores lower than the exit criteria and is eligible for EL services
  - Student does not meet EL definition and is not eligible for EL services

Use school records, information from parents and monitor student with classroom teacher to determine if the significant influence of another language is present

- Student does not have the influence of another language or has influence of another language and has proven success in mainstream courses or on standardized assessments
  - Student is given ELP screening assessment to determine eligibility
  - Student scores above the exit criteria and is not eligible for EL services
  - Student scores lower than the exit criteria and is eligible for EL services

EL definition is not satisfied by Imm., Native Am. and Mig. Status alone, it specifically names these groups because they may have a language other than English impacting their English
Student begins the EL program

Parents are notified of ELP assessment results, program placement and ILP is written

Student receives ongoing language support

ILP is written annually

Parents are notified of assessment results annually

Student's ELP is assessed annually

Student data indicates student does not meet exit criteria

Student data indicates student meets exit criteria

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. ILP is written by ELL endorsed teacher.

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

EL – English Learner
ELP – English Language Proficiency
ILP – Individualized Language Plan
HLS – Home Language Survey