

ELL Program Requirements	
All	Title III
The district must have a local program plan (LAU Plan) or handbook describing the core Language Instruction Educational Program.	The district must have a local program plan (LAU Plan) or handbook describing the core Language Instruction Educational Program.
	The district must have a plan to identify and screen students who meet the LEP definition.
Fall MIS01 fall report must contain the most recent school board approval of the District's ELL Policy.	District policies must describe how the ELL program assists ELLs to develop English language proficiency.
The district must assign an ELL Director (holding an administrative credential) in the MIS01 Fall LEP Report to provide administrative oversight to the district's ELL program.	District policies regarding program design, implementation and evaluation must include staff, parents and community.
The district must assign an ELL Test Administrator (holding an ELL Endorsement and WIDA test administrator training) in the MIS01 Fall LEP Report.	The district must meet the three required Annual Measurable Achievement Objectives (AMAOs) or submit and implement an improvement plan.
The district must ensure that all ELL teachers are licensed and highly qualified for their teaching assignments.	The district must ensure that all ELL teachers are licensed and highly qualified for their teaching assignments.
The district must ensure ELL instructional paraprofessionals and other staff providing ELL services for ELL students work under the supervision of a certified ELL teacher.	District Leadership must be able to explain the ways in which state, federal and local funds are allocated for the ELL program.
ELL programs must be developed with the goal to increase English proficiency and academic achievement by using program models that are scientifically research-based.	ELL programs must be developed with the goal to increase English proficiency and academic achievement by using program models that are scientifically research-based.
Each ELL student must have an annually updated Individualized Language Plan written by a team including the administrative designee and a highly qualified ELL teacher.	English language development standards must be implemented within the ELL program and in mainstream classes where appropriate.
North Dakota content standards must be implemented within the ELL program.	North Dakota content standards must be implemented within the ELL program.
All IEP teams must include an ELL teacher when an ELL student is being considered for special education services.	The district provides opportunities for general education, ELL and all staff to voice opinions and contribute to the process of program design.
The district must use interpreters that are qualified and must have each interpreter sign a privacy agreement.	The needs of ELLs are considered when general education materials are adopted for classroom instructional use.
The district must use instructional facilities that are comparable to that provided for non-ELLs and do not unreasonably segregate ELLs.	The district must use instructional facilities that are comparable to that provided for non-ELLs and do not unreasonably segregate ELLs.

<p>The district must conduct a timely and meaningful consultation with private schools that are located within the district boundaries.</p>	<p>The district’s ELL program must be evaluated in a systematic manner, including summative and formative data.</p>
<p>All students have an opportunity to actively engage in the entire curriculum offered by the district and no student is denied access to any course or activity because of his/her language or cultural background.</p>	<p>All students have an opportunity to actively engage in the entire curriculum offered by the district and no student is denied access to any course or activity because of his/her language or cultural background.</p>
<p>The district must ensure that all ELLs are annually assessed and that assessment is in accordance with state and federal requirements, including parent notification of individual student status and progress.</p>	<p>The district must ensure that all ELLs are annually assessed and that assessment is in accordance with state and federal requirements, including parent notification of individual student status and progress.</p>
<p>The annual ELP assessment must be supervised by an ELL teacher that has participated in initial training in person and online and has refreshed the speaking test training every other year.</p>	<p>The district must ensure professional development is:</p> <ul style="list-style-type: none"> • Enhances the educational experience of ELLs • Available explicitly related to ELLs • Included in the long range PD Plan • Provided to all school staff, including general education staff. • Based on accepted sound educational theory and Best Practice • Evaluated annually to best meet needs as shown by completed evaluations.
<p>Student enrollment data must be submitted before deadlines (Sept 15, Dec 15, June 30) and data set must be complete (LEP, Immigrant, Refugee).</p>	
<p>STARS Enrollment Report must accurately describe the program models that are used with the ELL students in the district.</p>	
<p>The district must notify parents of the exit requirements for the ELL program and the expected graduation year of their student.</p>	<p>Monitoring findings must be addressed and resolved in a timely manner.</p>
<p>The district must monitor exited students for two years.</p>	<p>The district must notify parents of the following:</p> <ul style="list-style-type: none"> • A clear description of the ELL program. • The reason for the identification and placement of their child in the ELL program. • The child’s level of ELP. • The method of instruction used in the program in which their child will be participating • Other program model options that are available within the school district. • How the program in which the child will be participating will meet his/her educational strengths and needs. • How the ELL program will help their child learn English • Meet age appropriate academic achievement standards. • Students with disabilities: how the ELL program will help to meet the objectives of the IEP for their child. • Their parental rights

	<ul style="list-style-type: none">• How to remove their child from the program• The options they have to choose another type of ELL program model• Parent notification/involvement must occur in a language or format in a language that the parents can understand, using interpreters when needed.• The district must be able to demonstrate that it does not use Title III funds to provide services that are required to be made available under state or local laws or other federal laws; and it does not use Title III funds to provide services that it provided in the previous year with state, local or other federal funds.