

Bottineau Public School District
General Procedures for Initial Student Identification for EL Services

The parent or legal guardian of a prospective Bottineau Public School student will complete the necessary registration documents provided by the school secretary. Students from a different district, state, territory, or country will follow the same registration and enrollment procedure and policies as all other students.

Registration documents do include a series of Home Language Survey questions that must be answered by the parent/guardian.

There are also optional refugee and immigrant identification questions that may qualify students for additional programs. Parents are encouraged (but not required) to share this information. The 14th Amendment to the US Constitution guarantees non-discrimination for public education regardless of immigration status. In accordance with federal law, Bottineau Public School never asks for documents to prove citizenship or for social security numbers as a requirement for enrollment or participation in any program or class.

A referral for screening will be made if the Home Language Survey indicates a language other than English is spoken in the home or with a grandparent or caretaker unless school records provided at registration indicate sufficient evidence of academic success/achievement. Previous EL testing or program placement data from former school districts may be used as part of the referral process. Students whose parents mark "English only" on the HLS, but who are later determined to be significantly impacted by a second language at home, may be referred at any time by the classroom teacher using a Bottineau Public School EL Program referral form.

If feasible, an English Language Proficiency Screener will be administered to referred students in a timely manner by an endorsed EL teacher. Bottineau Public School uses the WIDA MODEL (Kindergarten-paper pencil test) or WIDA Screener (grades 1-12-online) English Language Proficiency Assessment for the initial screening. During the first semester of the year, a student will take the test that corresponds to his/her previous grade level.

EL program staff will document all EL paperwork and will add all documentation to the student's cumulative folder, located in the office vault of the respective school. A student's EL file should contain the following:

Completed Home Language Survey

Initial MODEL, WIDA Screener and/or ACCESS assessment results, and student response protocols if applicable.

Annual ACCESS Student Score Reports and Growth to ELP Target graphs

Annual Individual Language Plans (ILPs) if applicable

Any relevant referral documents, such as the Acculturation Quick Screen (AQS III) or EL Program Referral Form

Any vital correspondence

Completed monitoring form. (Will be placed in the folder 2 years after exiting the program).

The following factors will be considered when placing an EL student in an appropriate grade level:

- Chronological age
- Educational background
- English Language Proficiency level (ELP)
- Academic performance
- Number of credits previously earned.

8. Bottineau Public Schools informs parents of their child's eligibility for and participation in the EL program no later than 30 days after the beginning of the school year. For a student entering school after the school year has started, notification of identification for and placement into the English Learner Program will happen within two weeks of that determination being made.

9. A Language Support Team will be assigned to each individual EL student. The team may consist of any combination of the following members:

- EL Director or Coordinator
- EL Resource Teacher (signature required on ILP)
- EL Instructional Assistant
- Classroom or Content teachers (at least one signature required on ILP)
- School Administrator (signature required on ILP)
- Other Program Specialists
- School Counselor
- Parents (must be invited in writing to the meeting in which the ILP will be written).
- Student
- Interpreter (if applicable)

10. The Language Support Team will:

Write and revise an Individual Language Plan at least annually

The ILP will include the following data:

Current English Language Proficiency level and growth towards the target of full proficiency within the expected number of years.

Indicators of the student's current academic achievement (Benchmark measures, grades, NSDA)

Individual student goals and objectives for language growth

The type and amount of English Language Development services provided to the student and the personnel responsible for providing these services.

The type and amount of any related services provided by other education programs

Appropriate instruction strategies to be utilized by teachers

Applicable accommodations and modifications to the student's assignments and tests.

Data-driven decisions about placement and appropriate EL support in any instructional programming for the student

Meet at least twice a year to monitor both language and academic progress.

11. To exit the EL program, the scores achieved on the ACCESS must meet a minimum level in each of the following areas of assessment to be reclassified as “Fully English Proficient”:

- Minimum Overall (Composite) Proficiency Level Score: 4.5
- Minimum Proficiency Level Scores on each of the four subtests:
 - Reading: 3.5
 - Writing: 3.5
 - Listening: 3.5
 - Speaking: 3.5

The district will carry out periodic monitoring for at least 2 years after a student is reclassified to “Fully English Proficient”.