PRE
PR

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English Language Proficiency Screening (continued)

For ELs enrolled prior to or at the start of the school year, parents must be noti ed within 30 days from the start of the school year that an EL determination has been made. If enrollment occurs at any other point during the school year, the screening process must take place within 30 days of that enrollment date. For students enrolling mid-year, parents must be noti ed within 2 weeks a er an EL determination has been made. If further information is needed in order to determine EL status, the Multiple Indicator Protocol (MIP) may be completed by observing the student in the classroom setting.

Translation of this information into the family's home language must be made. If written translation is not provided, an oral interpretation of this information should be provided.

English as a Second Language (ESL) teachers will use the WIDA Screener online for grades 1-12 and the W-APT for Kindergarten. Please use the chart

Determination and Notification

Any student who qualifies as an EL will have parent communication stating that the screener was given and their child qualifies for EL services. This communication must include the following information:

1. The process of identification, and the assessments, data, and/or observations used to make the EL determination. This should include the student's ELP score and a summary of any MIP observations.
2. The specific Language Development Plan (LDP) written for the student, the method of instruction in the LDP, and information on how the program might differ in content, instructional goals, and use of English and a native language in instruction.
3. What EL status means and how the EL program can meet the educational strengths and needs of the child including specifically how the program will help the student learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
4. The specific exit requirements for the EL program and information regarding the monitoring of the student's progress after their exit.
5. The guarantee to offer programming in the general education classrooms to ensure grade level instruction per LDP.
6. In the case of a student with a disability, how the program will meet the objectives of the individualized education plan (IEP) of the child.
7. Information pertaining to parental/guardian rights that includes:
   a. The right to remove their child immediately from an EL program at the parent/guardian request;
   b. The options that parents have to decline to enroll their child in an EL program.
8. The allowable language supports and accommodations available to the student should the parents/guardians accept or deny language support services for their students. This will be done using the [Parent Approval Form](#).
9. The school district's obligation to support this student's academic needs should a parent accept or deny services.
10. The requirement to annually assess the student's English language proficiency until the student reaches proficiency, whether they accept or decline

Students who are Homeless

Kenosha Unified School District ensures that homeless children and youth have access to a high-quality education. This includes access to the school which is in the child's best interest, transportation, and access to all programs and services for which they are eligible. Homeless students must have equal access to the same educational supports as non-homeless students, including Special Education services, preschool, school nutrition programs, language assistance for English Learners, career and technical education, gifted and talented programs, magnet schools, charter schools, summer learning, online learning, and before- and after-school care.

Additionally, unaccompanied youth must be accorded specific protections, including immediate enrollment in school without proof of guardianship.

Unaccompanied children

Unaccompanied children have all the rights to a free and equal education as other children, and this includes access to special education and ESL services. ESL teachers and if necessary, district representatives, should work closely with the sponsors of unaccompanied children, as both may be learning who the child is, and what their specific needs are. Collaboration will be essential to fully support the child, and ensure that they can thrive in the school environment.

Exchange Students

Exchange students are citizens of another country who have traveled to the U.S. for a short period of time as part of a cultural exchange, and they are viewed as immigrants while attending school in the US.

Students required to be proficient in English are not considered ELs, and should be enrolled as non-EL, ELP 7. If identified as an EL, programming for exchange students should be based on the needs of their unique circumstances, with an understanding of the requirements of their home country and length of time in U.S. schools. Decisions about programming and scheduling may be made in consultation with the most appropriate individuals, which can include the student's home family, host family, and the exchange services organization. Exchange students who are ELs must be annually assessed.

MISCLASSIFICATIONS

Students Misidentified as ELs

While it is very unlikely that a non-EL would be 1) identified as a possible EL on their HLS, 2) be screened and identified as an EL, and 3) take the ACCESS for ELLs and score below a 5.0, it could conceivably happen. It is also possible that a student who is a non-EL is tested inad a nohe most aphJ1 1 1 vd
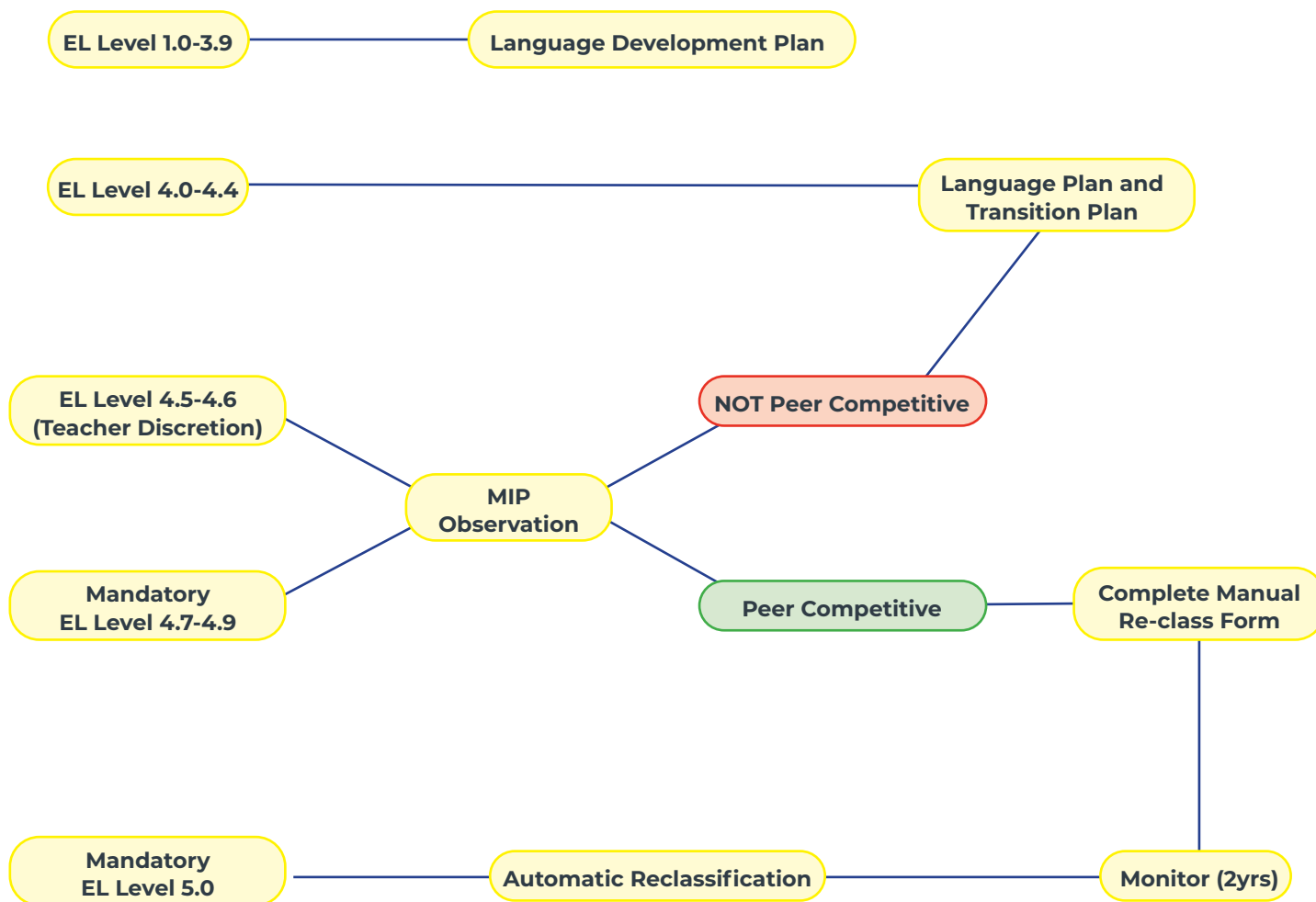
Program of Services

 e district uses the State of Wisconsin English Learner Policy Handbook to govern its program of services. A detailed language development plan (LDP) is constructed for each student receiving English as a Second Language (ESL) services. ese principles and programs are outlined in this section.

Guiding Practices

1. Kenosha Uni ed School District adheres to a neighborhood school model.
2. All Kenosha Uni ed School District students are members of an age-appropriate regular education classroom.
3. All EL students level 1.0 to 4.9 have an LDP that guides supplemental language service.
4. All EL students level 4.0-4.9 will have a transition plan, along with the LDP.
5. All EL students level 4.5-4.9 can potentially be reclassi ed with the MIP observation process. Students who are NOT reclassi ed in the MIP observation process will continue to have a transition plan and an LDP.
6. Students who achieved a composite of 5.0 or beyond are automatically reclassi ed to 6.1 for the start of the following academic year.
7. Decisions for EL services occurs at the building level and is principal centered with guidance and oversight from the Language Acquisition Coordinator at the Educational Support Center.
8. EL students are clustered in classrooms by grade level and/or content courses.
9. ESL teachers are assigned to instructional teams. Instructional teams allow for maximum use of teacher skills, licensure, and experience.
10. e EL student to ESL teacher ratio is approximately 35 to 1.
11. School administration is responsible for all nal decisions of clusters, ESL teacher schedules, and other EL service needs including the scheduling of ELD with the assistance of the Coordinator of Language Acquisition.

EL PROGRAM FLOWCHART

EL Level 1.0-3.9 — Language Development Plan

EL Level 4.0-4.4 — Language Plan and Transition Plan

EL Level 4.5-4.6 (Teacher Discretion) — MIP Observation

Mandatory EL Level 4.7-4.9 — MIP Observation

MIP Observation — NOT Peer Competitive — Language Plan and Transition Plan

MIP Observation — Peer Competitive — Complete Manual Re-class Form

Complete Manual Re-class Form — Monitor (2yrs)

Mandatory EL Level 5.0 — Automatic Reclassification — Monitor (2yrs)

Language Development Plans and Transition Plans

A Language Development Plan (LDP) is developed for all EL students in the Kenosha United School District with an English Language Proficiency (ELP) level of 1.0-4.9. The LDP is used by general education teachers to indicate an EL's current language proficiency level in each of four language domains: listening, speaking, reading, and writing. Information included within the LDP assists general education teachers in understanding what each EL should be able to produce in English with appropriate support. LDPs are developed and maintained by ESL teachers using ELLevation software. The LDPs are shared with general education teachers in the fall and are updated each semester at minimum.

Transition plans are utilized when an EL reaches an Overall Composite Proficiency level between 4.0 and 6.2. Transition plans should include specific supude spenerherflanrwi (e)-/anecrooBT0. (an)7 (io)4 (n t)he. vy

ELD

All schools within KUSD will offer explicit English language instruction for students through an English Language Development (ELD) class. Students in the ELD class will be participating in activities that provide instruction in the domains of reading, listening, speaking, and writing along with building background knowledge and academic vocabulary that will be used in other content areas. Students are placed into appropriate ELD classes based on their most recent ACCESS for ELLs scores and the ESL teacher's discretion.

ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL

K-5 ELD

Listed below are the available resources for elementary ELD:
- Reach A/Green
- Reach B/Orange
- Reach C/Purple

The levels that are utilized at each school will be at the ESL teacher's discretion based on the needs of the ELs in their building. This will be reassessed yearly and adjusted to meet students' needs.

- AlphaChant: Used with K-2 at teacher's discretion

Resource Room*

Procedure for Identifying Students with 7B

- Staff members complete the CSI Request Form. This form begins the process by notifying other members of the CSI team of the student's current academic strengths, weaknesses and test scores.
- CSI members, including the general education teacher, parents, and school support staff, conduct an initial meeting and complete the initial meeting forms.
- Members consider all factors and discuss if language is a possible factor affecting academic learning.
- If language is determined to be a possible factor, contact the building ESL teacher.
- Parent Notification Forms are completed by the ESL teacher and will be sent to the parents via the student or mail. Three attempts (face to face, virtual, phone call, letter, or email) will be made to reach the parents. If parents do not return a signed permission form, then the student will not be tested. The CSI process will continue as if the student is proficient in English.
- The ESL teacher will administer the screener, upon receiving parental consent.
- A follow-up meeting with the ESL teacher and parents will be scheduled within 14 days of the CSI meeting date to review screener information and determine enrollment in the ESL program.
- If a student is identified as an EL and the parent accepts ESL services, progress monitoring cannot begin until after ESL services have been provided and language proficiency is determined as a non-factor. If there is still a skill deficiency, then progress monitoring can begin.
- The ESL teacher will provide follow-up information to the CSI team.
- At the end of each school year, CSI members complete the Year-End Summary Form to record the intervention and determine the intervention status

SPECIAL EDUCATION

ESL /Special Education Teacher Collaboration

It is the ESL teachers' responsibility to create and share Language Development Plans with all special education staff who work with EL students. Dual identified students receive services from both ESL and Special Education teachers. The team should work collaboratively to create additional accommodations or modifications as needed on Individualized Education Plans (IEPs). Decisions about whether to use accommodations, and what accommodations to use, should be made on an individual student basis and consider each student's needs and past and present level of performance. It is the responsibility of the ESL teacher to review and ensure completion of the I-7 form in collaboration with the special education teacher. It is also mandatory that the ESL teacher participate in the IEP meeting. If the ESL teacher is unable to attend, the language acquisition program coordinator or ELD consultant will attend in their place.

Enrollment Beyond Age Eighteen

Students who have not graduated may attend school until the end of the semester in which they turn twenty-one. For students in Special Education, they may attend school until the end of the semester in which they turn twenty-two. A district must enroll a student meeting the above criteria, even if it may be difficult for the student to gain sufficient credits to graduate prior to the close of the semester of their twenty-first birthday.

Students who are enrolled beyond age eighteen in a public secondary school and who have not yet exited EL status are still considered ELs and are still expected to take the annual ACCESS for ELLs. This includes students with disabilities in a transition program, unless such a program is an enrollment

State Statute Regarding Test Participation

ere are no statutory provisions allowing families to opt-out of the English language pro ciency assessment (ACCESS for ELLs or Alternate ACCESS for ELLs).

Alternate ACCESS for ELLs information

e Alternate ACCESS for ELLs is the alternate ELP assessment Wisconsin uses for students in grades 3-12 with the most signi cant cognitive disabilities. ese are students who are taught to the state's alternate standards, the Essential Elements, and who take or will take the alternate content assessment, Dynamic Learning Maps (DLM). Only these students are eligible to take the Alternate ACCESS for ELLs. Students who have reached Alternate ACCESS for ELLs for ELLs levels P2 and P3 may transition to the regular ACCESS for ELLs, if appropriate.

Students Unable to Access One or Two Domains

In rare cases, a student with a disability may not be able to access one or two domains on an ELP assessment (Screener or Summative). If this is clearly documented in the student's IEP, and the IEP team has found that all of the available accommodations (for both the online and paper versions of the assessment) are insu cient to allow the student to access a domain, the student may be eligible for an Alternate Overall Composite calculation.

e Alternate Overall Composite calculation is based on the scores of the language domains that a student is able to access. Students who reach the domain minimums in all domains they are able to access are likely English pro cient. is means they are likely not EL if being screened, or are eligible for a reclassi cation determination if taking the annual ELP assessment.

Domain minimum scores are:
- Reading: 6.0
- Listening: 6.0
- Writing: 4.5
- Speaking: 4.5

For Kindergarten, minimum scores are:
- Reading: Exceptional (6)
- Listening: Exceptional (6)
- Writing: Mid (4)
- Speaking: Mid (4)

e Kindergarten scores should be interpreted as noted in the parentheses for ELP code determination.

Students meeting these domain minimums should be considered ELP 4.5 or above, and districts are also required to administer a MIP to collect additional evidence of English language pro ciency. is MIP should be modi ed to account for the student's lack of access to all domains, and assessed.

A er use of a MIP to supplement a Screener score, students who are deemed fully English pro cient should receive ELP 7B in the district SIS. Students not deemed pro cient should receive ELP 5.

A er use of a MIP to supplement a reclassi cation decision, students who are deemed fully English pro cient should receive ELP 6 in the district SIS. Students not deemed pro cient should receive ELP 5.

Students not meeting all of the domain minimums accessible to them should receive an ELP code which is the average of those domains. Students may only be considered for reclassi cation if they meet the minimum in every accessible domain, regardless of their overall ELP average.

Districts must take care to appropriately modify observational protocols used for students who receive Alternate Overall Composite scores. MIPs and monitoring protocols must accommodate their disability, and support observations of their receptive and productive language use to supplement an understanding of student language use.

Alternative School Settings

KUSD is responsible for administering the ACCESS for ELLs in a virtual or alternate-setting school. It is required to test the students within that school. District sta may travel to the students to test them. As with all state-mandated testing, it must be administered by a trained test administrator in a secure setting. e district responsible for the virtual school may not ask another district to test those students, even if the students reside in or near that other district.

Non-Public Schools

KUSD's language acquisition department will work with the private schools in Kenosha to provide an ESL teacher to administer the ACCESS for ELLs test to the EL students in their buildings.

e ESEA equitable service participation requires school districts eligible for ESEA funding to consult with not-for-pro t private schools within their jurisdiction to determine the private schools' participation in the Title III program.

Within this consultation process, the EL identi cation method, assessment tools, and Title III services are negotiated. Wisconsin makes available the Home Language Survey, supporting technical documentation, and WIDA screeners and assessments at no cost to private schools, provided this consultation has occurred.

Students Enrolling During the ACCESS for ELLs Test Window

Federal law requires that an EL determination be made within 30 days of enrollment. , but as ACCESS for ELLs results do not come back within 30 days, ACCESS for ELLs can't be used to make an EL determination. Students newly enrolling in WI just prior to or during the annual ACCESS for ELLs test

Each ELP code has a number of di erent descriptors, used in di erent programs and areas:

District and State Assessments

KUSD follows the Wisconsin requirement for testing by administering the Forward Exam in grades 3-8, and the ACT in grade 11. Science is assessed in grades 4, 8, and 11. In addition, the Dynamic Learning Maps (DLM) is administered to students in these grades who have the most signi cant cognitive disabilities.

Time-to-proficiency targets for English language proficiency

Students are on track if they meet or exceed their annual growth target, which is calculated as follows:

Annual Growth Target = (Goal Score – Prior Year Score) ÷ (Years Le   to Reach Pro ciency)

In the above formula:

Issues Identified in Monitoring

Parental Notification of EL Services

e U.S. Department of Education has additional requirements for noti cation to parents of ELs. Districts must provide parents resources that communicate:

- the purpose of the Home Language Survey (HLS) and what it can and cannot be used for
- how to complete the HLS
- the steps in the identi cation process
- that the HLS is not used to determine legal nor immigration status
- parents' rights to translators and interpreters
- translation and interpreting services should be posted clearly in both English and the most commonly used languages within the district
- if oral interpretation is used, the interpreter should be trained and competent
- types of services and programming options available to a qualifying student within the district
- that if a child is eligible for services, a parent/guardian has the right to accept or deny EL services at any time
- the rights of ELs with disabilities, including the right to special education and EL support as appropriate
- noti cation of the annual English pro ciency assessment

Translators and Interpreters

School districts are required, to the extent practicable, to communicate with parents in a language they can understand. If a written translation is not provided, an oral interpretation should be made available whenever needed. KUSD has a contract with ARGO language services to ensure that all parents have equal access to district and building information in a language they can understand. is service is also used for ALL special education related meetings throughout the school year.

ese guidelines should be followed when providing language services for parents:

- Language assistance must be free and provided by appropriate and competent sta , or through appropriate and competent outside resources.

- School districts should ensure that interpreters and translators have knowledge in both languages of any specialized terms or concepts to be used in the communication at issue, and are trained on the role of an interpreter and translator, the ethics of interpreting and translating, and the need to maintain con dentiality. KUSD has a contract with ARGO language services to ensure that all parents have equal access to district and building information in a language they can understand.

- It is not su cient for the sta member merely to be bilingual. For example, a sta member who is bilingual may be able to communicate directly

7B: Indicates that a student was previously screened for ESL services and obtained a score denoting English proficiency. Is student has not received ESL services.

ACCESS FOR ELLS: Assessing Comprehension and Communication in English developed by WIDA. State standardized assessment of ELs used in Wisconsin to determine English proficiency level as required by Title III.

ACCOMMODATIONS: Accommodations are used to make content accessible for a student who is still expected to meet grade level goals and expectations.

CSI: Collaborative Student Intervention is the process by which students are identified for potential Special Education evaluation through progress monitoring.

EL: English Learner

ELLEVATION: Online data management system used in KUSD for ELs. Current Language Development Plans, monitoring paperwork, and documentation are in this system that acts as a supplement to information found in the red folders of a student's cumulative record.

ELD: e English Language Development course was developed to support language development.

ELL: English Language Learner-previously used term to refer to English Learner.

ELP: English Language Proficiency. In Wisconsin, a student's ELP is determined by their performance on the ACCESS for ELLs Test 2.0.

ESEA: Elementary and Secondary Education Act of 1965

ESL: English as a Second Language

ESOL: English for Speakers of Other Languages

ESSA: e Elementary and Secondary Education Act of 2015 governs K-12 public education in the United States and replaces NCLB.

FLEP: Formerly Limited English Proficient. Some data sources use this to indicate ELs after they have exited the ESL program.

IEP: An Individualized Education Plan is developed for students with disabilities and addresses each student's unique educational needs.

IDEA: e Individuals with Disabilities Education Act of 2004 ensures that all children have access to a free appropriate public education.

INTERPRETER: An individual who translates oral language.

LANGUAGE DOMAINS: e four areas assessed by ACCESS for ELLs 2.0 are reading, writing, speaking, and listening.

LDP: A Language Development Plan is developed by the ESL teacher in collaboration with content teachers using ELLevation software and includes assessment data, language goals, services, and classroom/assessment accommodations.

LEP: e term Limited English Proficient is used in some data sources to indicate students classified as ELs.

MAP: e Measures of Academic Progress assessment is administered to KUSD students in grades 2-10 three times per year in the areas of reading and math.

MODIFICATIONS: Modifications are afforded to a student through an IEP and are changes to the content that a student is taught.

MODEL: Measure of Developing English Language is the screener used for students entering and during kindergarten.

MONITORING: Per Title III, all ELs eligible to exit active ESL services as determined by state standardized assessments must continue to be monitored academically for two years to ensure each student is peer competitive.

ML: (Multilingual Learner) ML refers to English Language Learner, currently a vocabulary word used in information provided by WIDA, while the federal government continues to use EL for English Learner.

NCLB: No Child Left Behind

NWEA MAP READING FLUENCY: Online reading assessment that measure foundational reading skills, with an emphasis on oral fluency

RESOURCE: A resource room is a standalone space that ELs can visit during the school day for support with content coursework.

PALS: (Phonological Awareness Literacy Screening) PALS is a research based screening, diagnostic, and progress monitoring tool given to all 4K-Grade 2 students in Wisconss/T11daPd(s)6 ss LitI(s)10 (me)10 (n)13 se (t)123.9 ional ring skills, wS--ualTextFEFF00073BDC 0 -1.628 Td( )TjEMC 0.185 0.231 0.2

APPENDICES

Appendix A: Home Language Survey

- English Language
- Spanish Language
- Arabic language
- Vietnamese Language
- Chinese language

Appendix B: Parent Approval Form
- English
- Spanish

Appendix C:

- In nite Campus Update Form

Appendix D:

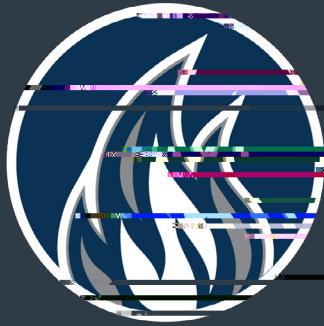- EL Program Flowchart

Appendix E: EL Program Exit Letter
- English
- Spanish

Appendix F:

- Manual Reclassification Form

Appendix G: Multiple Indicator Protocol Forms
- A: K-3
- B: 4-12