



Waterford Graded School District

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Multilingual Learner Program Handbook

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English Learner Program Mission:

Our mission is to establish a safe and respectful environment that nurtures the curiosity, collaboration, creativity, and critical thinking of every student, including our English Language Learners. We are dedicated to employing and retaining high-performing staff who value and contribute to each student's learning experience, with a strong emphasis on inclusivity and support for ELs. We aim to set clear standards for high achievement and maximum growth, ensuring that our goals are accessible to all students, regardless of their primary language. Our commitment extends to providing targeted resources and strategies to support the academic and social success of English Language Learners, fostering an educational community where every student has the opportunity to thrive.

Executive Summary:

The Waterford Graded School District serves approximately 1,500 students with approximately 15 English Language Learners (ELLs). More than four native languages are brought to our district by our multilingual students. The assets that these students may bring to the classroom and the school include multilingualism and familiarity with multiple cultures and ethnicities. It is the fundamental philosophy of the Waterford Graded School District to provide equal educational opportunities to all students. EL students are provided equal access to the full range of district programs, including, but not limited to, special education, intervention, Title I programs, gifted and talented programs, and all non-academic activities, such as sports, clubs, and organizations. None of these may discriminate on the basis of language.

The purpose of the Waterford Graded School District Plan for English Language Learners is to give an overview of the procedural requirements and services to be provided to students with English language acquisition needs. The force of legislation and administrative regulation protects the rights of this group of students to an equal education.

Theory of Action:

Language learning does not follow a prescribed timeline: English proficiency that is required in the domains of listening, speaking, reading and writing for full participation in academic learning may take from 3-10 years. Acquisition occurs at different rates and depends on the student's background, age, prior school experience, first language literacy and support provided by school and home. ELs do not need to give up their first language to learn a second language: Families of ELs are encouraged to maintain and continue to develop proficiency in the student's first language (L1) in recognition that students who are L1 proficient acquire English and English literacy skills more quickly.

English Learner Program Goals:

Waterford Graded School District outlines the following goals for the English Learner Program.

Goal 1: EL students will progressively attain listening, speaking, reading, and writing competency in English as outlined in the World-class Instructional Design and Assessment (WIDA) standards and measured by the ACCESS for ELs assessment.

Strategy: Data from the ACCESS for ELs assessment will be used to determine students' English Language Proficiency (ELP) in each of the four domains of language. Working in collaboration with the EL Coordinator, general education teachers will design instruction to meet the needs of the EL students.

Goal 2: EL students will demonstrate content area growth as measured by state standardized assessments and curriculum-based formative and summative assessments.

Strategy: General education teachers, in cooperation with the EL Coordinator, will monitor student proficiency on grade level expectations and give feedback to students and families. Accommodations and modifications noted within the Individual Learning Plan (ILP) will be made to best meet student needs during instruction and assessment.

Strategy: The district will provide opportunities for school, family, and community partnerships to support families so they can be actively involved in their child's educational experiences. Co-curricular activities, such as clubs and athletics, will be accessible to all EL students.

Goal 4: Waterford Graded School District staff will be offered professional development opportunities that encourage and support collaboration in the implementation of best practices for ELs.

Strategy: School personnel will be offered professional development opportunities, including but not limited to; inservice training, coaching sessions, off-site conferences, and Professional Learning Communities to ensure equitable educational practices for ELs.

Goal 5: Waterford Graded School District supports and values cultural identity.

Strategy: Through equitable practices, the school community will recognize the positive impact of individual cultures on student learning.

Home Language Survey

[\(Chapter 1, WI DPI EL Policy Handbook\)](#)

When all new students enroll in Waterford Graded School District, they will complete the Home Language Survey (HLS). Families that indicate on the Home Language Survey that their student speaks or hears a language other than English in the home more than 50% of the time will be identified as possible EL students (English Learner). (Form 1.1).

If the HLS indicates the need to administer an ELP screener, the secretary will submit a copy of the HLS to the EL Coordinator and file the original HLS in the student's cumulative folder. Upon receiving the HLS, the EL coordinator will utilize the EL Screening Checklist (Form 1.2) as guidance through the screening process including a Cumulative Review (Form 1.5) for students previously enrolled in English speaking schools for evidence of current ELP and/or complete the language screening exam (WIDA Screener - ACCESS).

Translated versions of HLS will be made available as needed and if a translator or interpreter is needed to complete the registration process the secretary or EL Coordinator will secure the services of either WGSD qualified personnel or schedule outside resources.

EL Determination and Notification

[\(Chapter 2, WI DPI EL Policy Handbook\)](#) and [Chapter 3, WI DPI EL Policy Handbook\)](#)

The EL Coordinator will use a language screening exam (WIDA Screener - ACCESS or WIDA MODEL for Kindergarten) to determine the student's level of English language proficiency. The screening for potential EL students will occur within 30 days of the first day of school, or within 14 days if the child enters after the initial 30 day screening window. Students scoring below 4.0 are not English proficient. Students scoring 4.0 - 4.9 are borderline English proficient and a MIP may be performed to determine English proficiency. The MIP process is described later in this document. Students that score at a 5 or higher are English proficient.

Parents must be notified in writing that their student was administered an ELP screener, informed of the results of the assessment, and notified if 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 Individual Language Plan (ILP) written for the student, the method of instruction in the ILP, and information on how the program might differ in content, instructional goals, and use of English and native language 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.
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 the ILP.
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.
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 the parents accept or deny EL services.
11. A student's EL status is viewed as confidential information within school data collection and notification.

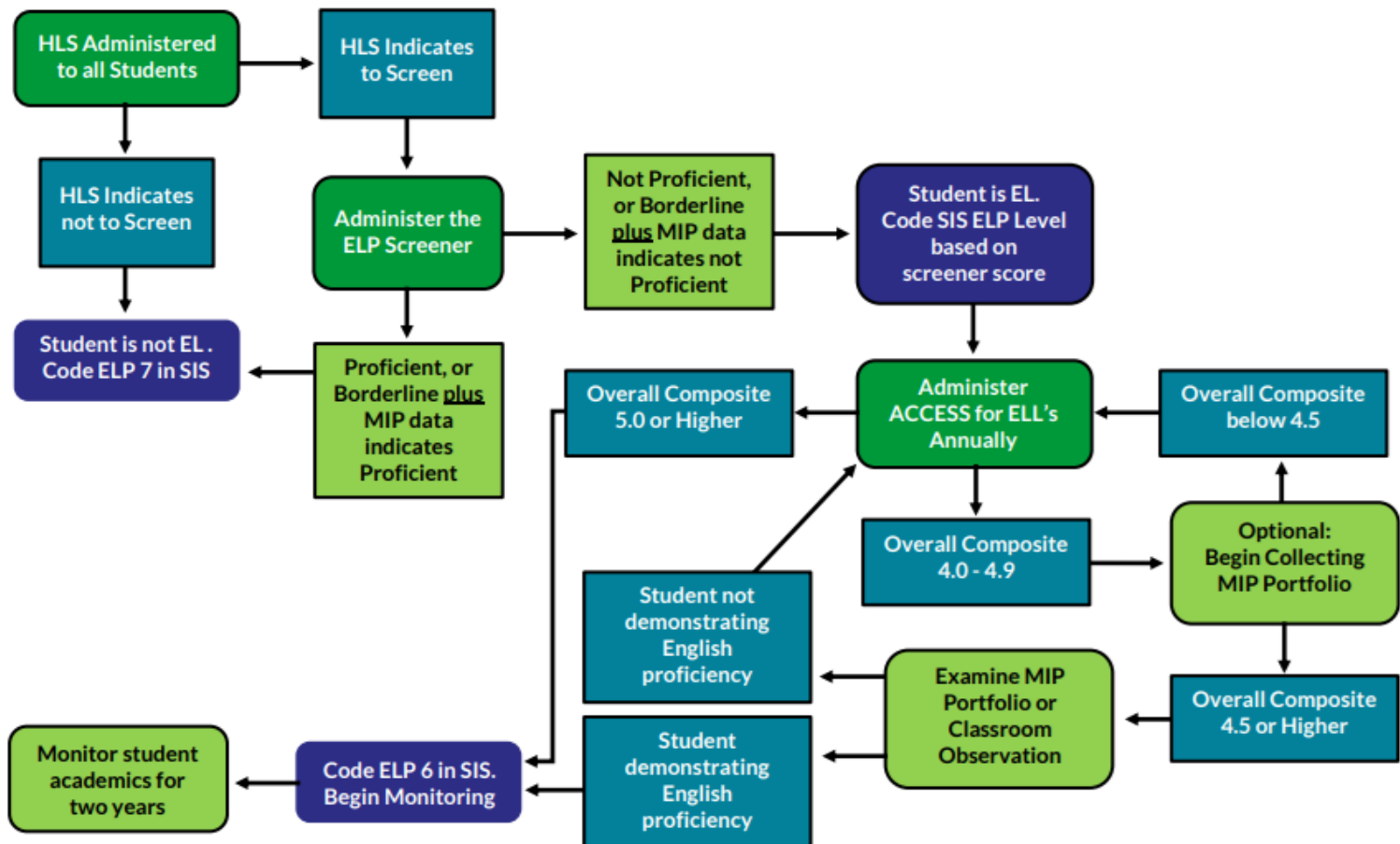
Once eligibility and assessment of needs is determined, three attempts to obtain written permission (Form 2.2) for placement into EL programming from parents will be documented. If no parent contact can be made, then the student is automatically placed in the EL Program and parents will be invited to attend a conference where the school will explain the EL Program services the child will be receiving. Parent Consent forms, including cases where a parent refuses EL services, will be attached to the screener results and HLS and filed in the behavior section of the cumulative folder.

If a student is determined to be a non-English learner after screening and additional evidence, Form 2.1 will be completed and results of the screening process communicated to the family.

Finally, data entry is updated in Skyward (WGSD Student Information System (SIS) in collaboration with the EL coordinator.

Identifying and Reclassifying English Learners Overview of Support Processes

The ESEA requires states to adopt a standardized procedure and criteria for entry into and exit from English learner (EL) status.¹ This flow chart outlines the Wisconsin support processes for identification and reclassifying ELs, along with key indicators for data reporting.



¹ ESEA, Section 3113(b)(2)

Misclassifications

[\(Chapter 4, WI DPI EL Policy Handbook\)](#)

If it appears that the full EL determination process has not been followed when the cumulative file is received from an enrolling student or has been followed incorrectly, WGSD will complete any procedurally incomplete parts, and collect missing data. Refer to DPI EL Policy Handbook Chapter 4 with the results of the completed process for classifying the students EL status appropriately.

New Student Intake Procedure for ELs

[\(Chapter 2, WI DPI EL Policy Handbook\)](#)

1. The student is enrolled with the district. Student records from previous schools attended are obtained, if available.
2. The Home Language Survey indicates if screening is necessary.
3. The screener is given to determine if the student qualifies for EL services based on their level of English Language Proficiency.
4. A meeting is scheduled with the school counselor, family, and EL Coordinator to determine programming and the schedule for the student.
5. An entrance interview is conducted by the EL Coordinator to learn more about the student's history, both social and academic (Form 1.6 and 1.7)
6. If the student is Spanish-speaking they will take the district determined math and reading diagnostic in Spanish, as appropriate.
7. A Student Profile sheet (Form 1.8) is completed using the entrance interview and testing information to give the student's teacher(s) more information that will be helpful in supporting the student.
8. On the student's first day of school a teacher or student buddy will assist them in getting to their classes, going to lunch, and generally becoming familiar with the school environment and staff.
9. A meeting is set up with the family, EL Coordinator and teachers to develop the language development goals for the student. This plan is called an ILP; Individual Language Plan (Form 2.3)
10. The EL Coordinator will check in with the student and family after the first week and after the first month to answer any questions they may have.

Description of EL Programming in the Waterford Graded School District

([Chapter 8. WI DPI EL Policy Handbook](#))

The following clarifies the LIEP language goals into actionable instruction. A certified EL teacher or the EL Coordinator will provide EL services either virtual or in-person as determined by student ELP levels delineated below with consideration for overall enrollment and additional EL expectations (meetings/paperwork).

Language Instruction Educational Program Model	Description and Learners	Standards and Outcomes
Content Based ESL	Description: Instruction in which content is used as the medium for building English Language skills. The primary focus remains on learning English. Language(s) of Instruction: English could also be supported by student's home language. Learners: English Learners only Serving ELs ≤4	Standards: • Grade Level Academic Content Standards • English Language Development Standards: language expectations and proficiency level descriptors for interpretive and expressive language used to target and assess language proficiency across content. Outcomes: Academic Achievement, English Language Proficiency Development
Sheltered ESL Instructional	Description: Instruction that includes both language and content simultaneously. Primary focus is on academic content learning with the acquisition of English being part of the instructional outcomes. This could include any, or a combination of the following: Sheltered Instruction Observation Protocol (SIOP), Specially Designed Academic Instruction in English (SDAIE), or Guided Language Acquisition Design (GLAD). Language(s) of Instruction: English Learners: English learners only or English learners (ELP in regular education classroom settings integrated with non-ELs). Serving EL/ELP<5	Standards: • Grade Level Academic Content Standards • English Language Development Standards: language expectations and proficiency level descriptors for interpretive and expressive language used to target and assess language proficiency across content. Outcomes: Academic Achievement, English Language Proficiency Development

Integrated ESL	Description: English Language Development is facilitated through an EL educator's or EL educator supported paraprofessional pushes into the general education setting. The EL teacher or paraprofessional may be supporting ELs during a mini-lesson or wait for instruction to be complete before working in a small group with ELs. Teachers may be supported in language proficiency development. Language(s) of Instruction: English Learners: ELs integrated with non-ELs Serving EL/ELP<5 regular education setting EL/ELP<4 (if, EL's Only)	Standards: ● Grade Level Academic Content Standards ● English Language Development Standards: language expectations and proficiency level descriptors for interpretive and expressive language used to target and assess language proficiency across content. Outcomes: Academic Achievement, English Language Proficiency Development
ESL - Integrated SPED	Description: ELs with IEPs should be served within all LIEP environments. This category is ELs with significant cognitive disabilities. Language(s) of Instruction: Streamlined or target language support services for English and academic language development within a specially designed special education classroom. Learners: ELs with significant cognitive disabilities eligible for Alternate ACCESS with non-EL peers Serving EL/ELP<5	Standards: ● Alternate Achievement Standards aligned to Grade Level Academic Content Standards ● English Language Development Standards: language expectations and proficiency level descriptors for interpretive and expressive language used to target and assess language proficiency across content. Outcomes: Academic Achievement, English Language Proficiency Development
Caregiver Refusal	Description: Caregiver opts out of LIEP services offered by the district for the current year. Students retain their EL status and the district remains obligated to take affirmative steps and appropriate actions, required by federal law, to provide access to its educational programs. EL/ELP=<5	Standards: ● Grade Level Academic Content Standards ● English Language Development Standards: language expectations and proficiency level descriptors for interpretive and expressive language used to target and assess language proficiency across content. Outcomes: Academic Achievement, English Language Proficiency Development

Newcomer Programming and Criteria

(Chapter 8, WI DPI EL Policy Handbook)

Definition: Newcomer programs are short term instructional programs (1-2 semesters) that provide specialized instruction to beginning-level English Learners who have recently arrived in the U.S (within the last six months). Programming is individually tailored to accelerate language and cultural development in addition to academic language support in the classroom.

Entrance Criteria:

- Newly arrived in the United States (within the last 6 months)
- Native speaker of a language other than English
- WIDA (English Language Proficiency) screener score of 1-1.9
- Student with limited or interrupted formal education in their home country
- See age-specific guidelines below

Elementary Students (PreK-Grade 5):

Elementary students will be integrated into their classrooms and may receive specialized instruction with an EL Coordinator depending on individual criteria. That instruction will not occur during whole class instructional times, nor interfere with access to additional activities (physical education, art, music, etc.)

Secondary Students (Grades 6-8):

Newcomer programming in the Waterford Graded School District will be provided within the school schedule in grades 6-8. Students will be exited from newcomer programming within one year of entry into our school. These students will continue to be serviced by the EL Coordinator in coordination with general education teachers to facilitate their participation in grade-level curriculum and continued language development, both social and academic. Additional skill-building may be offered.

EL Coordinator will monitor student progress and student placement within classrooms to ensure their integration and access to the general education grade-level curriculum and environment, including elective classes and extra-curricular opportunities.

ACCESS Testing

([Chapter 5, WI DPI EL Policy Handbook](#)) ([Chapter 7 WI DPI EL Policy Handbook](#) - Academic Content Assessments)
([Chapter 11 WI DPI EL Policy Handbook](#) - ELs with Disabilities) ([Chapter 13 WI DPI EL Policy Handbook](#) - Unique Circumstances)

All current EL students take the ACCESS test of English Proficiency every year. This is a state required exam. The DAC will ensure the test coordinator, technology coordinator and test administrator are trained in accordance with WIDA regulations for the individual roles in order to prepare for and implement testing procedures.

ELP Code	Language Use Descriptor	Wida Descriptors
1	Beginning Pre-production	Entering
2	Beginning Production	Beginning
3	Intermediate	Developing
4	Advanced Intermediate	Expanding
5	Advanced	Bridging
6	Former EL, now Fully English Proficient	Reaching
7	Never EL, always Fully English Proficient	

ACCESS assesses the student's skills in Speaking, Listening, Reading, and Writing. The four scores are joined in a composite score, which is listed as the student's English Language Proficiency (ELP) score. Students are considered proficient when they reach a composite score of 5 and will exit the program. Some students are able to exit at 4.5-4.9 if there is other evidence that demonstrates their proficiency.

Upon receipt of individual and district ACCESS results, EL staff will adhere to WIDA protocols for Data Validation. In order to communicate testing results, Individual Student Reports and Parent Guides (provided by WIDA) will be printed in the L1 of parents/guardians when available through the assessment system (DRC) and will be mailed to families along with the English version of the Individual Student Report

Prior to the end of the school year, a copy of the Student Report is to be placed in student cumulative folders. School Reports will be distributed to principals and District Reports will be given to the DAC. In addition, Individual Student Reports will be distributed to classroom teachers and caseload managers for review. Finally, a copy of the Student Reports will be prepared for the classroom teachers for incoming students the following fall.

Newcomers who have been in the country for less than a year are exempt from state testing of ELA for the first year - their ACCESS test replaces this requirement.

WIDA Alternate ACCESS

First through eighth grade students whose IEP designates their participation in the alternate standards and whose eligibility is confirmed through the [WIDA Alternate ACCESS Participation Decision Tree](#) and state-specific guidance, are eligible to take the WIDA Alternate ACCESS. IEP teams will determine participation as a part of the initial and annual IEP process and expectations will be recorded as a part of the assessment paperwork included in the IEP.

ACT 20 and English Learners

([Wisconsin DPI Act 20 FAQ](#) and [2023 WISCONSIN ACT 20](#))

Act 20 states that all Wisconsin schools are required to provide science-based early literacy instruction in both universal and intervention settings. For English learners, accommodations may be needed when the phonetic system of their first language is different from the English language. The ILP, individualized language plan (see also on page 16), of these students will detail the instructional plan as appropriate for each student. Teachers will work with the EL Coordinator to plan and deliver appropriate instruction based on the ILP. EL learner's reading plans may also be combined with their individual reading plan as long as the plan includes both information about language development and information about how the learner's English reading skills will be supported. ACT 20 allows for flexibility with the required reading screener for newcomer students.

Refer to the Wisconsin ACT 20 Legislature and DPI FAQ for additional information regarding ELs and ACT 20.

ELP Code Entry

[English Language Proficiency \(ELP\): WISEdata](#)

Data entry into Skyward will be completed in collaboration with WGSD System Information Specialist and communication with the Director of Staff & Student Services and Administrative Assistant. The SIS document will be updated for each EL student based on their most recent ACCESS scores or screener scores. Updated ELP scores should not be entered into Skyward until rollover for the prior school year has been completed. Rollover typically occurs by the first week of July.

English Language Proficiency (ELP): WISEdata per DPI

English language proficiency classifications are defined in [PI 13.08 Wis. Admin Code](#). Students with English language proficiency classifications (ELP code) of 1-5 are considered Limited English Proficient (LEP). Students with limited English proficiency are also English Learners (EL) or English Language Learners (ELL).

For ELs in 5 year-old kindergarten (KG) to grade 12, the value reported is expected to be the number codes one (1) to seven (7) to indicate the English Language Proficiency classification (ELP code) described below.

ELP needs to be based on the results from:

The prior year administration of the ACCESS for ELLs exam OR the WIDA screener score for newly enrolled ELs who have not taken the ACCESS for ELLs.

NOTE: Every student, whether they are an English Learner (EL) or not, has an ELP code in WISEdata:

- For students who were never EL (the majority of students), the value reported is expected to be 7.
- For students who are former ELs, having demonstrated full English proficiency, the value reported is expected to be 6.
- For students who are currently ELs, their ELP code is a reflection of how proficient they are in English, on a scale from 1-5, with 1 being the least proficient, and 5 being nearly proficient.

ELP Code Designation in SIS (truncated score: round WIDA Access overall score down to whole number)

Immigrant Children and Youth / Confirmation of Migrant Status

(DPI Reference) ([Chapter 12 W/ DPI EL Policy Handbook](#) - Students who are Immigrants)

Eligible Students

Students who are eligible for enhanced instructional opportunities are defined as:

- Aged 3 through 21
- Were not born in any state, the District of Columbia, and Puerto Rico; and
- Have not been attending one or more schools in any one or more state for more than 3 full academic years[iii].
- Students who meet this definition may be adoptees, exchange students, and refugee students, born in the US military, among others. They may or may not be English Learners (ELs) as defined by ESSA.[iii]

WGSD Registration Process [DPI Immigrant T3](#)

1. School Counselor/Social Worker and EL Coordinator meets with every new family coming into the district where more information may be obtained voluntarily from the family.
A school and/or district should not ask about a student, parent, guardian, or sponsor's citizenship or immigration status or date of entry into the United States. For purposes of determining if a student meets the definition of immigrant children and youth under Title III, district staff should request only information about a student's date of birth, place of birth, and prior school enrollment.
2. EL Coordinator will update the information sheet specific to Immigrant Students. Spreadsheet is shared with the Director of Staff and Students, District Social Worker & Families in Transition Liaison, Administrative Assistant and District Bookkeeper. The District Administrative Assistant will update Skyward with any changes or updates to this file.
3. Administrative Assistant will collaborate with EL Coordinator and WGSD Social Worker/Families in Transition Liaison toward the end of the school year (May) and again at the beginning of the next school year (end of September or early October) to see if there are any changes in enrollment for immigrant students. Administrative Assistant will enter/update immigrant info into Skyward.

To confirm Migrant Status DPI contacts must be notified for migrant status screening. A list of currently enrolled migrant students is available in WISEdash for districts. Eligibility is statewide and active for 36 months. A student certified while living in one school district might later enroll in another district. Whenever a student is newly certified as migrant or an existing migrant student enrolls in a district, a Migrant Student Enrollment Alert will be sent in WISEdata. This will prompt the LEA to log in to WISEdash to confirm the list of migrant students. DPI requires acknowledgement of the alert upon review of the list of migrant students.

*See [DPI Process](#) and [CESA](#) for more information.

WIDA English Language Development Standards

[WIDA's English Language Development Standards](#) are used to identify the language, genre, structures, vocabulary, and other linguistic features that a student will need to know to complete a given academic task. Content teachers and the EL Coordinator work together to identify these components, and to put supports in place to make this information accessible to language learners, as well as all students.

Individualized Language Plans

[\(Chapter 8, WI DPI EL Policy Handbook\)](#)

Every EL student will have an Individual Language Plan (ILP) which is updated annually. The EL Coordinator will meet with the student's family once per year (in person, phone, or video conference) to discuss the student's progress on their goals, as well as to set new goals for the current school year. The goals in the ILP are shared with all necessary stakeholders within the school and are designed to help the student gain full proficiency in the English language; helping them eventually exit the EL program.

Accommodations and Supports

[\(Chapter 9, WI DPI EL Policy Handbook\)](#)

Meaningful access to and engagement with the core curriculum is an essential component in ensuring that EL students acquire the tools to succeed in general education classrooms within a reasonable length of time. WGSD holds all students to challenging academic standards. However, in the case with English learners, it is understood that there will be accommodations needed depending on English proficiency level. The Waterford Graded School District (WGSD) provides support to its English Learners (ELs) in a variety of ways. As EL students spend most of the day with their classroom teacher, it is imperative that the Tier 1 instruction in the classroom meets their needs. The EL Coordinator works to build the competency of classroom teachers by providing professional development on language plans, WIDA standards, and best practices for teaching ELs in the Tier 1 setting.

Levels of classroom support will vary depending on what students need at different levels of language proficiency. The EL Coordinator may or may not be in all classes every day. Lower level students may need more intensive support, while higher level students may benefit from the structures and supports that the EL Coordinator and classroom teacher co-construct.

Supports and accommodations for ELs will be documented in the individual student's Language Development Plan which is updated annually.

Grading for Multilingual Learners

[\(Chapter 8, WI DPI EL Policy Handbook\)](#)

ELs must be given the opportunity and the tools to demonstrate what they know and can do. The expectations for ELs are the same as for non-ELs, although ELs may need help in communicating their knowledge. Grading of EL students should therefore reflect daily instructional and testing accommodations, and should not penalize the student for not being English proficient.

ELs must receive grades based on accommodations or alternative assignments appropriate to the student's language proficiency level, and receive the same report card that is used for students in general education. Newly arrived students at the lowest ELP level may receive a grade of N/A for a limited period of time (one grading quarter or semester) if the student is unable to demonstrate knowledge in the language of instruction or assessment and if their LIEP is focused on language development.

ELs cannot be penalized for missing work in the general education classroom if they are pulled from class for EL services. Teachers can only grade students on the components for which they are present and have the ability to access (i.e., where English proficiency is not a barrier). Class grades should be based on student work and on evidence that the student has met the appropriate benchmark or content standard.

Transition, Reclassification and Monitoring Performance

[\(Chapter 6, WI DPI EL Policy Handbook, Chapter 15, WI DPI EL Policy Handbook\)](#)

Transition: Students achieving at least a 4.0 Overall Composite on ACCESS for ELLs is nearing Full English Proficiency. The EL Coordinator will reevaluate the student's English language proficiency and academic supports being utilized in the classroom. A growth plan is developed to ensure students progress towards nearing proficiency and is documented in the student's ILP and communicated to parents. A Multiple Indicator Protocol: Language Artifact Portfolio (Form 2.4 and 2.5) can be implemented as evidence of growth and achievement of language goals.

Reclassification: Students reaching an Overall Composite of 5.0 or greater on ACCESS for ELLs must be reclassified as Former EL. Students reaching an Overall Composite of 4.5-4.9 may be reclassified, should the district find additional evidence of proficiency using a MIP.

The Multiple Indicator Protocol (MIP) is a tool used to collect evidence of a student's English proficiency. MIP evidence can be collected in two formats; language artifact portfolio (Form 2.4 or 2.5) or classroom observation protocol (Form 1.3 or 1.4), and should be used for reevaluation in accordance with the Wisconsin DPI reclassification guidelines.

When a reclassification decision for a student has been made, this must be communicated to their parents/guardians, along with any changes in programming or support. Complete EL Program exit forms and Parent Exit Notification forms (Forms 2.6 & 2.7).

Monitoring: EL monitoring is a two-year period that begins the school year following the year of their reclassification. A student who is reclassified in May or June after ACCESS for ELLs results come back will begin monitoring in the fall. The purpose of this monitoring period is to ensure that students are fully English proficient. A student reclassified to Former EL is expected to be able to engage with content in English and demonstrate a sufficient command of English to be socially and academically successful. A reclassified student should be able to work independently, provided they have the same access to universal supports as non-ELs (Form 3.1).

If it appears that a student is not succeeding academically, the first step is to reconsider the transition plan. If the student's needs cannot be met by updating and adjusting the transition plan, the district should consider restoring EL status for the student. Classroom teachers alert the EL Coordinator of concerns regarding students who have been reclassified and are currently being monitored. Prior to restoring EL status, the EL Coordinator must administer the MIP (classroom observation), and assess the results of that tool. If it is decided that restoring EL status may be the best option for a student, services should be given based on the student's needs and parents are notified of the determination (Form 3.2). Re-Entry Review Form, MIP are to be filed in the behavior section of the cumulative folder, attached to the Monitoring Form and entered into Skyward with an ELP code of '5', as being considered an active EL.

See DPI EL Learners at a glance and Flowchart pages 19 & 20:



English Learners at-a-Glance

Wisconsin scoring reference page for entry and exit of EL services.

Entrance Requirements

WIDA Screener for Enrolling in 1st Semester Kindergarten

Administration: Oral (Listening and Speaking) components only

Oral Composite	English Proficient
1.0 – 4.5	NO
5.0 – 5.5	No, Readminister screener in the fall
5.0 – 5.5 (after July 1)	Borderline; EL unless demonstrating proficiency on MIP
6.0	English Proficient

WIDA Screener for 2nd Semester Kindergarten and Grades 1-12

Administration: Full assessment (All Domains)

Note: When screening, students entering the 1st semester of any grade should complete the full screener assessment of the grade prior.

Overall Composite	English Proficient
1.0 – 4.0	NO
4.5	Borderline; EL unless demonstrating proficiency on MIP
5.0 – 6.0	English Proficient

WIDA Modal

As the MODEL assessment is based on a previous ACCESS scale (pre-2017) and not the current scale, only students who score 6 on the MODEL are likely fully English proficient. Students scoring below 6 are most likely ELs.

Oral/Overall Composite	English Proficient
1.0 – 5.5	NO
6.0	English Proficient

English Language Proficiency Scores

Students reaching these scores are not ELs and should be marked as **ELP 7- Never ELs**

Grades	Screener	Proficiency Score
Kindergarten	WIDA Screener for K (ORAL Administration)	6.0
Kindergarten	WIDA Screener for K (Full Administration)	5.0 – 6.0
Kindergarten	Kindergarten Model	6.0
1-12	WIDA Online Screener	5.0 – 6.0

Exit Requirements

English Language Proficiency Scores from the annual ACCESS for ELLs Assessment

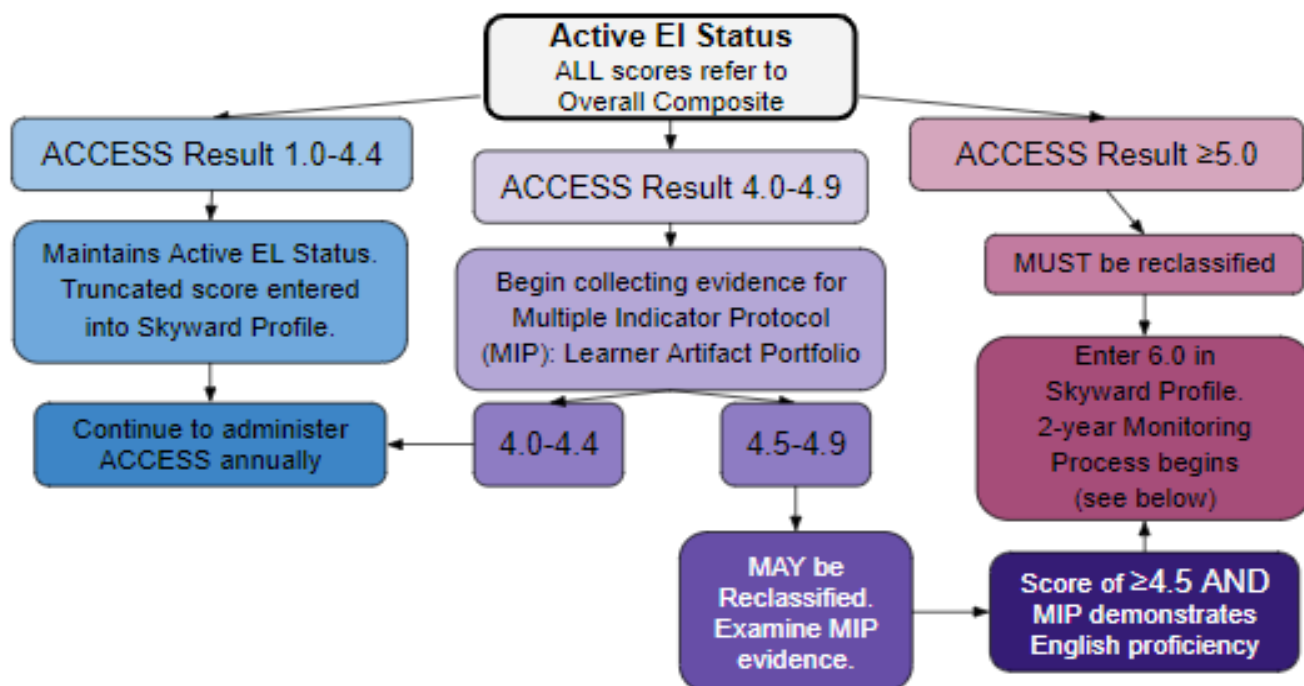
Note: When completing the annual assessment, students should take their grade-appropriate proficiency test.

Students reaching these scores are no longer ELs and should be marked as **ELP 6- former ELs**

Oral Composite	English Proficient
4.5 – 4.9	Borderline- Could exit demonstrating proficiency on MIP
5.0 – 6.0	Must Exit Begin 2-year monitoring in the next school year.

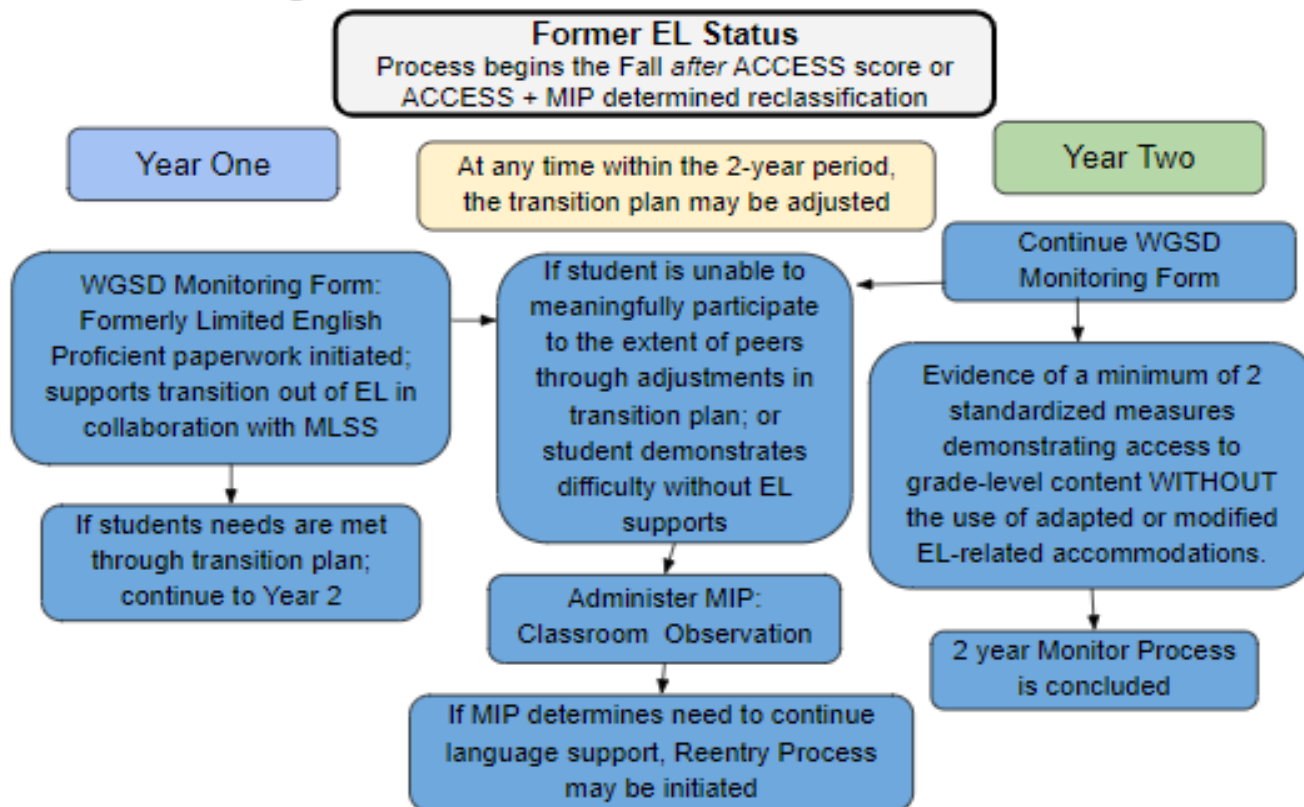
Reclassification (Exit) Procedures

DPI Reference: Ch. 6



DPI advises that reclassification decision be made prior to the beginning of the next school year.

2-Year Monitoring Procedures



Family Engagement

[\(Chapter 10, WI DPI EL Policy Handbook\)](#)

Family engagement is an important part of the education process. It is vital that families understand the current skills and knowledge that their child possesses, as well as what the student, family, and teaching staff can do to help the student progress and be successful. Regular and effective parent communication and/or meetings are held to discuss topics such as; the purpose of the Home Language Survey (HLS), identification process, plans of service, understand the meaning and components of the ACCESS for ELLs and how to “exit” the ESL program. Written translation should be provided to parents when communicating school systems, district/building activities, engagement activities, Individual Language Plans and conferences for ELs. For languages in which there are no trained WGSD personnel to translate/interpret, the EL Coordinator will use online translation tools or work with district administration for translation or interpretation services from an outside source (see Form 2.8 Translation/Interpretation Services reference).

Accountability and Program Evaluation

[\(Chapter 5, WI DPI EL Policy Handbook\)](#)

The EL Program is reviewed annually to identify areas of strength and opportunities for improvements. Data is reviewed to determine the effectiveness of the program, identify areas of concerns, propose program accommodations, differentiated strategies, and set new program goals. EL Program evaluation may include administrators, classroom teachers, EL coordinator, EL student(s), and parents/guardians. The review includes a focus on improving student learning, implementation, evaluation and accommodation of the language instruction educational program. The designated team reviews and reports on the processes for identification, implementation of the program, staffing, assessment, accommodations and exit criteria. It also includes analysis of student data and growth on the annual language proficiency exam, state content standards exams and grades.

Questions the team may consider include:

1. Are students acquiring English language skills at a pace that is consistent with EL program goals?
2. Is the rate of language development progress compatible with district objectives for academic progress?
3. How are EL students performing in English language skills compared to the district's goals and standards?
4. Are EL students progressing in English language skills so they will be able to successfully handle regular coursework?

5. Do former EL students who have exited the program continue to demonstrate English language skills that enable them to successfully handle regular coursework?
6. Are EL students who are currently receiving English language development services progressing academically relative to the program goals/expectations?
7. Are EL students making sufficient academic progress so that they are either at grade level or closing the gap between their instructional level and grade level?
8. How are EL and former EL students doing, over time, as compared to the academic performance of all other students generally?
9. Are multiple measures used to assess the overall performance of EL students in meeting the goals the district has established for its EL Program?

Data will be used from the following sources:

- ACCESS 2.0
- State standardized assessments
- District standardized assessments
- Course grades
- Staffing ratio
- Retention rates of ELs
- Behavioral data

The State of Wisconsin has provided guidelines for the expected years to reach proficiency, based on the student's grade and screener score at the time of their initial entrance to the EL program (whether in this district or a prior district). Students that are over time for exit, or whose scores indicate that they are not on track to exit on time, will have specific goals within their ILP that give guidance to the EL Coordinator and general education teachers as to the language skills that should be targeted to help the student attain full proficiency.

Time to Proficiency Chart

Starting ELP_Level	Starting Grade											
	KG	Grade_1	Grade_2	Grade_3	Grade_4	Grade_5	Grade_6	Grade_7	Grade_8	Grade_9	Grade_10	Grade_11
1.0-1.4	6	6	7	8	8	8	8	7	7	6	6	6
1.5-1.9	5	6	7	8	8	8	8	7	7	7	6	6
2.0-2.4	4	5	5	6	7	7	7	6	6	5	5	4
2.5-2.9	4	5	4	5	6	6	6	6	5	5	4	4
3.0-3.4	4	4	4	4	5	5	6	5	5	4	4	3
3.5-3.9	4	4	3	3	3	4	5	4	4	4	3	3
4.0-4.4	3	3	2	2	2	2	4	3	3	3	2	2
4.5-4.9	3	2	2	2	1	1	2	2	2	2	2	2

	7-8 years
	5-6 years
	3-4 years
	1-2 years

Staff Development

The Waterford Graded School District considers staff professional development to be foundational to student success. Therefore, staff development opportunities that support equitable educational practices with a focus on ELs will be available to all staff in accordance with WGSD professional development allocation procedures.

Under Section 314(b) of the No Child Left Behind Act of 2001 (NCLB), a state educational agency shall not award a Title III subgrant to a local educational agency if the amount is less than \$10,000. In instances where Waterford Graded School District's allocation does not meet the \$10,000 threshold, the district will designate a Consortium Fiscal Agent. By joining a consortium, funds can be pooled to leverage services, including professional development.

The EL Coordinator can offer EL professional development that may include the following:

- Basic understanding of ELs including determining EL status, language domains and levels, classroom implementation of ILP, and educational laws as they relate to ELs. A basic understanding of language acquisition and the complexity of English, the difference between social and academic language, newcomer and high language level needs, language acquisition and language learning.
- Embedding a language objective within a content lesson, choosing relevant strategies from the language domains for the classroom, scaffolding supports and EL strategies for the classroom.
- Best practices and appropriate strategies, modifications, accommodations, and differentiated strategies.
- Assessment of ELs; formative, summative and in relation to Non-EL peer group.

Legal

(Chapter 14. WI DPI EL Policy Handbook)

A number of documents detail the federal requirements for the education of LEP students. Brief summaries or excerpts from key documents are listed.

Title VI, Civil Rights Act, 1964

No person in the United States shall, on the grounds of race, color, or national origin be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity receiving federal financial assistance from the Department of Health, Education, and Welfare.

The Bilingual Education Act, 1968 (Amended in 1974 and 1978)

In order to establish equal educational opportunity for all children, Congress declared that the policy of the United States would be as follows: (a) to encourage the establishment and operation, where appropriate, of educational programs that use Bilingual educational practices, techniques, and methods; and (b) for that purpose, to provide financial assistance to local education agencies, and to state education agencies for certain purposes.

Equal Education Opportunities Act of 1974

This law requires that students not be denied access to educational opportunities based on race, color, sex, or national origin. The need for agencies to address language barriers is discussed specifically.

Lau v. Nichols, 1974

This class action suit was brought by parents of non-English-proficient Chinese students against the San Francisco Unified School District. The Supreme Court ruled that identical education does not constitute equal education under the Civil Rights Act of 1964. The court ruled that the district must take affirmative steps to overcome educational barriers faced by the non-English speaking students.

Castenada v. Pickard, 1981

The major outcome of this case was a set of three guidelines to use to evaluate programming for English Language Learners (ELLs):

- (1) Is the program theoretically sound or experimentally appropriate?
- (2) Is the program set up in a way that allows this theory to be put into practice?
- (3) Is the program regularly evaluated and adjusted to ensure that it is meeting the linguistic needs of the students it serves?

Phyller v. Doe, 1982

The Supreme Court ruled that the Fourteenth Amendment prohibits states from denying a free public education to undocumented immigrant children regardless of their immigrant status.

The No Child Left Behind Act of 2001 (NCLB) (a reauthorization of the Elementary and Secondary Education Act of 1965) Title III: Language Instruction for Limited English Proficient and Immigrant Students This portion of NCLB mandates English language proficiency testing of ELLs, discusses a number of issues related to programming for ELLs, and outlines ELL-specific parent notifications, in addition to addressing a number of other related issues.

Glossary

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.

DAC: District Assessment Coordinator. OSA requires that each district designate one individual responsible for coordinating mandated testing in the district.

EL: English Learner

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

EL/ELL: English Learner or English Language Learner ESEA defines an EL as an individual who

- is aged 3 through 21;
- who is enrolled or preparing to enroll in an elementary school or secondary school; and
- who was not born in the United States or whose native language is a language other than English; or
- who is a Native American or Alaska Native, or a native resident of the outlying areas; and
- 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
- 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
- whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the challenging State academic standards;
- the ability to successfully achieve in classrooms where the language of instruction is English;
- or the opportunity to participate fully in society

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

HLS: Home Language Survey. Given to the parents/guardians of newly enrolling students to understand if languages other than English are present in the student's life.

Glossary-Continued

ILP: An Individual Language Plan is developed by the EL coordinator in collaboration with content teachers and includes assessment data, language goals, services, and classroom/assessment accommodations.

INTERPRETER: An individual who translates oral language.

L1: The first language someone used; also referred to as home language, or native language.

L2: The second language a student acquires; if the student is in the process of learning a second language, then this can be referred to as the target language.

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

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

LIEP: Language Instruction Educational Program. The program under which ELs are taught English. There are several different program models; however, all focus on building both English language development and academic content.

MIP: Multiple Indicator Protocol. The MIP is a standardized assessment tool designed to gather and assess student language use in the classroom. The MIP is used to collect supplemental information of proficiency with which to make EL Entry and Exit decisions.

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 term used in information provided by WIDA, while the federal government continues to use EL for English Learner.

NCLB: No Child Left Behind

SIS: Student Information System. Software programs deployed in districts which house all of the educational records for students (Skyward). The district SIS uploads enrollment data to WISEdata on a nightly basis.

WIDA: Consortium of states and jurisdictions with a shared framework of standards and assessment. Further information available at WIDA.us.

Appendix of Forms

The following forms provide documentation of WGSD EL processes. Items identified as “Mandatory” are either directly provided through DPI (reformatted for WGSD), or directly meet mandatory data and reporting expectations. Items identified as “Supporting” are created to support best practices within WGSD systems and procedures.

Section 1

English Learner Screener Forms

- 1.1 (Mandatory) [Home Language Survey](#) or [DPI Spanish translated version](#)
- 1.2 (Supporting) [English Learner Screening Checklist](#)
- 1.3 (DPI Document reformatted) [Multiple Indicator Protocol: k-3 Classroom Observation](#)
- 1.4 (DPI Document reformatted) [Multiple Indicator Protocol: 4-12 Classroom Observation](#)
- 1.5 (Supporting) [Cumulative Review](#)
- 1.6 (Supporting) [English Learner Program: Parent Interview Form](#)
- 1.7 (Supporting) [English Learner Program: Student Interview Form](#) or [SIFE Student Interview](#)
- 1.8 (Supporting) [Student Profile Sheet](#)

Section 2

English Learner Status Forms

- 2.1 (Mandatory) [Non-English Learner Form](#)
- 2.2 (Mandatory) [Parent Consent Form](#) (English only) [Parent Consent Form](#) (English/Spanish)
- 2.3 (Mandatory) [Individualized Language Plan for ELs \(ILP\)](#)
- 2.4 (DPI Document reformatted) [Multiple Indicator Protocol: Language Artifact Profile K-3](#)
- 2.5 (DPI Document reformatted) [Multiple Indicator Protocol: Language Artifact Profile 4-12](#)
- 2.6 (Mandatory) [English Learner Program Exit Form](#)
- 2.7 (Mandatory) [Parent Exit Notification/Consent Form](#) (English) [Parent Exit Notification/Consent Form](#) (Spanish)
- 2.8 (Supporting) [Translation/Interpretation Services reference](#)

Section 3

Formerly Limited English Proficient Forms

- 3.1 (Mandatory) Monitoring Form: [Formerly Limited English Proficient \(FLEP\)](#)
- 3.2 (Supporting) [English Learner Program Re-Entry Review Form](#)