
INSTRUCTION

POLICY

No. 6400.14

MEETING THE EDUCATIONAL NEEDS OF ENGLISH LEARNERS

The Board of Education shall provide each English Learner (EL) student with an effective instructional program and support services appropriate to meet student needs. The District shall provide programs and services that are sensitive to the cultural background of the EL student and may include instruction intended to improve the English language skills of such pupils.

An educational program designed for EL students shall be:

- (1) appropriate to the needs of EL students in the District;
- (2) consistent with the School District's educational mission and goals, established academic standards and related School District policies, and;
- (3) realistic to implement in the District using available staff and resources.

The Superintendent shall implement a set of procedures consistent with this policy. The Procedures shall be overseen by the Superintendent or his/her designee. Parents or guardian of EL students shall receive timely communication from the school. This includes an annual notification of their child's English proficiency level, recommended EL services, quarterly academic progress reports, standardized test results and all other standard communication notices provided to all parents and guardians in a comprehensible language.

The Pewaukee Public School District is committed to a policy of equal opportunity and non-discrimination in the educational programs and activities it operates and in related employment practices. As such, the Pewaukee School District prohibits all forms of unlawful discrimination against students, employees, and other persons in all aspects of the District's programs, activities, and operations. The term "unlawful discrimination" encompasses any unlawful policy, practice, conduct, or other unlawful denial of rights, benefits, or privileges based on any legally-protected status or classification such as sex; race; color; religion; national origin; ancestry; creed; pregnancy; marital or parental status; sexual orientation; physical, mental, emotional or learning disability, those in the military or of veteran status or any other characteristic protected by law. Additionally, various state and federal laws establish the actions that do (and do not) constitute unlawful discrimination with respect to each protected status or classification. Where applicable, unlawful harassment that is based on a legally-protected status is one form of unlawful discrimination.

No one may be denied admission to any public school or be denied participation in, be denied benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity in accord with the above-named classifications.

PROPOSED: June 7, 2004

ADOPTED: July 19, 2004

REVIEWED: September 13, 2010 & January 11, 2016; February 3, 2020; January 12, 2026

References: State Statute Chapter PI 13, Subchapter II

State Administrative Code PI 13

Every Student Succeeds Act (ESSA)

State of Wisconsin EL Policy Handbook

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MEETING THE EDUCATIONAL NEEDS OF ENGLISH LEARNERS PROCEDURES

IDENTIFICATION OF STUDENTS AS ENGLISH LEARNERS (EL)

The identification of English Learners (EL) and program recommendations are based on the following required steps:

Step 1: Home Language Survey (HLS)

The Wisconsin HLS form helps identify students who may need help to develop English language skills necessary for success in school. The form must be provided to newly enrolled students to determine if languages other than English impact the student's learning.

Questions Include:

- First language acquired
- Language other than English that the student hears or speaks on a regular basis
- Previous/current participation in EL services
- If there are indications that the student has been sufficiently exposed to a language other than English, then the student may be assessed for English language proficiency (ELP) level unless we have World-Class Instructional Design and Assessment (WIDA/ACCESS) scores.

Step 2: Preliminary Evaluation

Students who have recently arrived in the U.S. or in a particular school district who are potential EL students shall be evaluated to identify if they need EL services, and to assist in program placement if the preliminary ELP Level is 1-5.

The WIDA English Language Proficiency Screener shall be used to determine the student's initial ELP unless we have ACCESS scores.

Step 3: Assessment of English Language Proficiency Per Titles I, Part A and III, Part A of the ESEA-Every Student Succeeds Act, all ELP assessments must include four language domains:

- Listening;
- Speaking;
- Reading, and;
- Writing.

The ELP Assessments are aligned with Wisconsin's Academic Standards and WIDA's language standards. Students will take the Annual ACCESS Language Assessment until they attain an ELP of 5 or above.

Required Notification

The District notifies and obtains parent or guardian permission for students to receive English Learner (EL) support within the first 30 days after the start of the school year or within two weeks during the school year as per Department of Public Instruction (DPI) guidelines.

Annual Assessment of English Language Proficiency (ELP)

The District provides the state mandated WIDA-ACCESS 2.0 to students identified as English Learners (EL). ACCESS 2.0, Wisconsin's current English Language Proficiency (ELP) examination, is a valid and reliable assessment of the progress and attainment of English language proficiency and is required each year that a student is classified as EL (ELP codes 1-5).

Confidential results are shared with appropriate staff and parents/guardians and are used to create individualized EL Student Support Plans, mandated by the Wisconsin Department of Public Instruction.

EL Support Plans

The District's EL staff creates an individualized EL Student Support Plan each spring for all 5K-grade 12 EL students for the upcoming school year based; on the following criteria:

- ACCESS Scores
- Academic Performance
- Student Success Skills

For new EL students, these individualized support plans list student-specific accommodations and are created per Department of Public Instruction expectations and timelines.

**CRITERIA FOR RECLASSIFICATION OF ENGLISH
STUDENTS AS FULLY ENGLISH PROFICIENT (EXITING)**

Students classified as English Learners (EL) shall no longer be considered limited-English proficient when they have the language skills necessary to participate with primary English speakers in age and grade appropriate settings in all areas of language development without the use of adapted or modified English materials.

Wisconsin Administrative Rule Chapter PI 13 Limited-English Proficient Pupils
These EL students shall:

A pupil shall be classified level 6 if all of the following criteria are met:

- (a) The pupil was formerly limited-English proficient and is now fully English proficient.
- (b) The pupil reads, writes, speaks and comprehends English within the academic classroom setting.

When the student scores a Level 5 composite score on the ACCESS for ELs, the student is exited from the English Learner (EL) program per Wisconsin DPI regulations.

However, the District shall also consider manually reclassifying an EL student as fully English proficient by applying the following criteria and evidence:

Required Criteria

1. The student has attained an English language proficiency (ELP) Level 4.5 as determined by the ACCESS 2.0

2. Two or more additional pieces of evidence of English language proficiency (ELP) must be evaluated and kept on file in the District. *See Evidence of English Proficiency.*
3. Parents and teachers agree that the student has reached full English proficiency.

Evidence of English Proficiency

The following are examples of evidence that may be used to document that the student has become fully English proficient.

- District/school writing samples meet or exceed grade level expectations.
- Student scores a 5.0 or above on the Reading section of the ACCESS for ELS
- Student scores are in the proficient or advanced categories on the standardized Wisconsin tests without EL accommodations in all assessed content areas.
- Student is meeting or exceeding grade level expectations without the use of adapted or modified English materials.
- Other relevant evidence (e.g.; excellent grades, class work, and performance on local assessments)

Student English proficiency assessment records shall be maintained by the District in accordance with state and federal laws and District student records policies and procedures. Reports regarding EL students shall be made to the DPI as legally required.

English Learners shall be provided educational program assistance and/or services as appropriate and necessary to help the student improve student English language skills.

Instruction for English Learners (EL) students shall be based on best-practice methods within a continuum of services in order to meet individual and diverse student needs. All classroom content area/instruction shall consistently emphasize the teaching of English to (EL) students. A primary goal shall be inclusion of EL students in the general education setting.

Multiple criterion shall be used in determining grade promotion, eligibility for courses or programs, eligibility for graduation, or eligibility for post-secondary education opportunities.

Once reclassified as fully English proficient, the student shall no longer:

- Be administered the ACCESS for EL students
- Receive testing accommodations for EL students on standardized tests

PROPOSED: May 24, 2010

APPROVED: September 13, 2010 & January 11, 2016; February 3, 2020; January 12, 2026

REFERENCES: State Statute Chapter PI 13, Subchapter II
State Administrative Code PI 13
Every Student Succeeds Act (ESSA)
State of Wisconsin EL Policy Handbook