



# ESL PROGRAM PLAN



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# INTRODUCTION

The Kenosha Unified School District is the third largest public school system in the state of Wisconsin covering an 85 square mile area that includes the residents of Kenosha, Pleasant Prairie, and Somers. The district enrolls over 19,000 students in 40 K-12 schools. Over 50% of the students meet the federal criteria to qualify for free or reduced meals.

# STUDENT DEMOGRAPHICS

The data shown below is based on the data from the September 17, 2021 Third Friday count.

# 19,620

STUDENTS

Caucasian .....	46.7%
Hispanic.....	30.2%
Black or African American .....	13.8%
Two or More Races .....	7.4%
Asian .....	1.7%
American Indian or Alaskan .....	0.2%
Native Hawaiian/Pacific Islander .....	0.1%

# HOME LANGUAGE SURVEY

The Kenosha Unified School District attempts to identify all new students who may enter its Language Acquisition Program (LAP) through the initial online registration process on Infinite Campus (IC). When a student registers in Kenosha Unified School District, the family will complete an electronic enrollment form. Embedded in this online document is the Home Language Survey (HLS), a critical component in identifying potential English learner (EL) students. Kenosha Unified School District conducts a home language survey for every newly enrolled student.

The HLS is designed to help identify students for whom a limited exposure to English may serve as a barrier to academic success. The HLS does not make a final determination of EL status. It is the first step in the process, designed to identify whether or not the prevalence of languages other than English in a student's life could possibly rise to a level where the student's development of English proficiency may not be sufficient to succeed academically.

Kenosha Unified School District ensures the validity of the information provided on the HLS, completed for every student during initial enrollment in school, through use of the following checklist:

- Completed ONE time per student enrolling in the school district**
- Translated or interpreted (as appropriate) into a language understood by parents**
- Signed (electronically or on paper) and dated by the parent or guardian**
- Results captured within the student's educational record**

## Potential ELs Below 5K

Students enrolling for the first time in a Kenosha Unified-sponsored early childhood education program such as 4K will be administered an HLS at the time of enrollment. However, there are currently no valid English Language Proficiency (ELP) screeners for students in this age range. For this reason, students are not identified as ELs before their 5K enrollment.

# MAKING AN EL DETERMINATION

## English Language Proficiency Screening

During registration, if a parent indicates that another language is spoken in the home, the student's name will appear on a "Potential to Test" report from Infinite Campus. The ESL teacher is required to run the report daily for the first month of school and then weekly for the remainder of the school year. The English as a Second Language (ESL) teacher will then administer the WIDA Screener to determine the student's English language proficiency level to make an EL determination. KUSD has 30 calendar days from the first day of enrollment to determine the EL status of new students.

## English Language Proficiency Screening (continued)

For ELs enrolled prior to or at the start of the school year, parents must be notified 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 notified within 2 weeks after 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 below for appropriate screener information. For example, a student who is in the first semester of first grade would still take the Kindergarten screener. A student who is in the first semester of sixth grade would still take the 4-5 screener.

GRADE	1		2		3		4		5		6		7		8		9		10		11		12	
SEMESTER	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
GRADE CLUSTER FORM	K		GRADE 1 TEST		GRADE 2-3 TEST				GRADE 4-5 TEST				GRADE 6-8 TEST				GRADE 9-12 TEST							

All ESL staff administering the screeners must complete and pass the certification tests. Certification testing will take place yearly starting in July of each year and needs to be completed by staff prior to the beginning of the school year.

Students scoring a 4.5-4.9 will be considered borderline proficient and a MIP may be performed to determine English proficiency. This MIP process is described later in this document. The MIP can not be used to override the definitive screener score but may be used to make a final determination for students with near proficient scores. If the MIP is used and it is determined that the student is still not proficient, the student will be an EL that still qualifies for services. Students scoring a 1.0-4.4 will be considered not proficient in English and will be an EL that qualifies for services. An Infinite Campus update form will be submitted for all of the students mentioned in this paragraph.

Students scoring 5.0-6.0 on the WIDA screener will be considered English Proficient and be coded as 7B. A 7B is defined as a student who has been identified as an EL but scored as English proficient on the WIDA MODEL.

The following scores are eligible to be assessed with a MIP for a final ELP determination.

### ELP Screener Borderline Proficient Scores

GRADES	SCREENER	SCORE(S)
KINDERGARTEN	K W-APT	HIGH
KINDERGARTEN	K MODEL	5.0-5.5
1-12	WIDA SCREENER	4.5-4.9

Students scoring below these levels are ELs and should receive an ELP level in Infinite Campus that matches their screener score. Students scoring above these levels are non-ELs and should receive an ELP of 7B in Infinite Campus.

Students should only be administered the screener once. There are some circumstances where an exception may be made.

1. There was a test abnormality when administering the screener the first time.
2. A student was screened and identified as EL, but left the district before the ACCESS for English Language Learners (ELLs) test window opened and did not take the test and is now returning to the district. In this case, re-screen a returning student if they have not been administered a screener or ACCESS for ELLs in another district in the last 12 months<sup>1</sup>.
3. A student was screened and identified as EL, but did not take ACCESS for ELLs within the last 12 months.
4. An EL who has taken the ACCESS for ELLs for ELLs returns to your district and has not taken the ACCESS for ELLs for at least 12 months.
5. If a student in the two year monitoring period may be returning to EL status, a screener may be used to determine re-entry eligibility and placement.

## 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 the parents accept or deny EL services.
11. A student's EL status is viewed as confidential information within school data collection and notification.

## Data and Reporting

As part of the ESSA requirements to create a consistent statewide EL entry procedure, KUSD must maintain records of all EL-related data. This includes:

- HLS results for every student, including the Screen/Do not Screen determination
- For students identified as needing ELP screening:(IC Update Form)
  - ELP screener used
  - Date ELP screener was administered
  - Screener result coded as ELP 1-5, 7
  - Date of parental notification of screener administration.
- For students with a screener result of ELP 1-5
  - Date of parental notification of student's EL status
  - Parental consent/denial of service
  - Parental choice of language for school communications
  - Student native language code
  - LDP program type

# INCOMING STUDENTS TO KUSD

## School Enrollment

Students are eligible to attend school within the district in which they reside, except students who have reached the age of twenty-one or who have successfully completed all requirements from an accredited secondary school. This is especially important for students with a limited formal education, as they may need additional time to build critical skills.

Students coming from some countries may finish compulsory education in their mid-teens, and may have a certificate or diploma stating this. Students should not be excluded from an education due to these differences within educational systems.

For the purposes of enrolling students, we work within the Kenosha Unified School District enrollment policy and their required documentation demonstrating proof of residency. A school district may not ask about a child's citizenship or immigration status to establish residency within the district, nor may a school district deny a homeless child (including a homeless child who is undocumented) enrollment because he or she cannot provide the required documents to establish residency.

## Transfers from Private Schools to Public Schools

For students transferring from private schools which administer ACCESS for ELLs, their ELP level and EL status should transfer to the public school, should that information be available. If the information is not available, the student will be evaluated following the ESL screening process.

## Students Moving into KUSD from Another State

If a student moves to Kenosha Unified School District from another state, they will complete the HLS as part of the registration process.

- If the student's academic record is available and includes an ELP assessment result or other information regarding the student's English proficiency:
  - If there is documentation that the student has met the prior state's exit criteria, has been monitored for 2 years, and is classified as a Former EL, code them as ELP 6.3
  - If a student has been exited but has not been monitored for 2 years, treat them as a newly reclassified student and code them as a 6.1.
  - If the student comes with an ACCESS for ELLs test record from the previous school year, use that record for the student's starting ELP level if they have not yet been reclassified as Former EL.
  - If the student comes with a non-ACCESS ELP score which indicates they are not proficient, their ACCESS for ELLs test record is more than a year old, or if there is no information regarding their English proficiency, administer the WIDA Screener to determine EL eligibility and placement.
- If the student's academic record is not available or does not include any ELP assessment results or other information regarding the student's English proficiency, use the HLS results to determine whether or not to administer an ELP Screener, and make an EL determination as you would for any newly enrolling student.
- Once ELP has been determined, continue with the EL determination and notification process.

## Newcomer Students

Newcomer students are recently arrived English Learners who have been enrolled in U.S. schools for less than 12 cumulative months. These students are granted some flexibility with regard to federally mandated testing. Newcomer students may be given a one-time exemption on the English/Language Arts sections of any federally mandated assessments.

## Refugees

Refugee status is a form of protection that may be granted to people who meet the definition of a refugee and who are of special humanitarian concern to the United States. Refugees are generally people outside of their country who are unable or unwilling to return home because they fear serious harm.

## Students with Limited or Interrupted Formal Education

Abbreviated both SLIFE and SIFE, a working definition (not a formal federal definition) defines SLIFE students as newcomers to U.S. schools, above the age of seven, who have missed more than six consecutive months of formal schooling prior to enrolling in a U.S. school, and/or who are more than two years below grade level in content due to limited educational opportunities.

Students with Limited or Interrupted Formal Education (SLIFE) also face challenges that other ELs do not. These challenges may derive from the specific circumstances of a student's academic background beyond English language proficiency, including, but not limited to:

- general lack of access to school
- lack of access to school due to:
  - natural disasters, civil unrest, widespread disease or illness
- different curriculum
- exposure to non-western education settings
- different school behavior/cultural expectations
- limited exposure to technology

Social and emotional challenges can also arise from the conditions that caused the student to have interrupted schooling; consideration should be given to the unique socio-emotional needs (poverty, post-traumatic stress disorder, family separation or reunification, etc.) of SLIFE students.

SLIFE students, especially in the higher grades, may be below grade level in some or all subjects when they enter a school district. In order to ensure that SLIFE students have the opportunity to meet grade-level standards within a reasonable period of time, KUSD creates a specialized LDP with services to meet their needs. This may include additional services not typically provided to other English learners. The content of this program must relate to the core curriculum, be credit-bearing toward graduation or promotion requirements, and be able to demonstrate students' ability to catch up to age-appropriate standards.

SLIFE students may not be placed in a school that does not instruct students of their age. Students need learning programs that address their unique academic and socio-emotional needs. School staff should consult the ESL teachers to craft a schedule that addresses all areas of need, and in the case of high school students, create a long term plan that addresses credit accrual and graduation.

Once the schedule is created, it must be flexible to meet the changing academic, language development, and interests of the student. Along with the schedule creation, schools should interview students and their families to identify and support their specific needs.

If the student is struggling, the ESL and classroom teachers will meet to discuss next steps and adjust plans of support for the student accordingly. If the student is still not progressing, ESL teacher may initiate a Collaborative Student Intervention (CSI) meeting that includes other staff members to work together to adjust plan to support the student. This is not intended to start the special education evaluation process. Along with these collaborative meetings, ESL teacher will regularly update parents/guardians about the student and their progress.

## 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 inadvertently.

KUSD has a formalized process to gather and document information about the misclassification, in consultation with the student's parents. If a student has been misclassified, the Coordinator of Language Acquisition will complete all necessary paperwork and file it with the Office of Educational Accountability.

If a parent/guardian or the district believes that the initial identification of EL was made in error, the student may be reevaluated, with parental consent. To ensure uniformity in statewide procedures and prevent inconsistent changes to students' EL status, the following process has been devised:

1. The student's parents must be informed about the potential error and why it might have happened.
2. The parents must be informed about the significance of a change in EL status for their child, including programmatic changes and support.
3. The district must solicit and receive consent from the parents to re-evaluate the EL status of the student.

Results of this investigation must be communicated to the parents, along with the final EL determination.

## Discrepancies between HLS and Prior Data

If a new-to-district student is not identified as a potential EL on the HLS but a review of their educational history shows that the student has taken ACCESS for ELLs, districts should investigate this discrepancy.

Until a resolution to this discrepancy is found, the student should be considered an EL using the most recent ELP score from the ACCESS for ELLs. If the student's educational record is available, districts should determine how and when the error occurred. If the error occurred during the HLS process due to the parents' misunderstanding the purpose or the implications of the HLS, the district should clear up any misconceptions, potentially reassuring parents about the purpose of the HLS and informing parents of their right to refuse EL services.

In some instances, students will arrive in a school district without an educational record. Districts should communicate in a timely manner with parents/guardians, including if that requires an interpreter, to understand the student's previous school history and previous language services.

# Students Who are Potentially Misclassified Flowchart

New to KUSD	Returning to KUSD	Mismatched Previous Assessment (non WIDA) and Current ACCESS for ELLs Scores	Home Language Survey Questioned
<p>1. Review the cumulative file for the child's most recent ACCESS for ELLs score. If the cumulative file is not available or score is not found, contact the previous school for the current ACCESS for ELLs score. If necessary, contact parent/guardian for more information on child's EL services, or use WISEdash to find ACCESS for ELLs score.</p>	<p>1. Review the cumulative file for the child's most recent ACCESS for ELLs score. If the cumulative file is not available or score is not found, contact the previous school for the current ACCESS for ELLs score. If necessary, contact parent/guardian for more information on child's EL services, or use WISEdash to find ACCESS for ELLs score.</p>	<p>1. Review the cumulative file for the child's previous ACCESS for ELLs scores.</p> <p>Look for ELP assessment correlation between states.</p>	<p>1. If a student's home language is questioned by a teacher or staff member, complete a cumulative file review. Look for information regarding home language surveys, parent approvals, previous ACCESS for ELLs scores, etc. From there, call the parent and confirm the home language.</p> <p>If a parent is questioning the home language, discuss the home language survey to ensure that the parent understood the questions and determine why the student was initially classified as an English Language Learner.</p>
<p>2. a. If the student has a proficiency score that is less than 1 year old, use that score and follow the KUSD ESL Program Entrance Process.</p> <p>b. If the student has a proficiency score that is more than 1 year old, conduct the WIDA Screener. Use that score and follow the KUSD ESL Entrance Process.</p>	<p>2. a. If the student has a proficiency score that is less than 1 year old, use that score and follow the KUSD ESL Program Entrance Process.</p> <p>b. If the student has a proficiency score that is more than 1 year old, conduct the WIDA Screener. Use that score and follow the KUSD ESL Entrance Process.</p>	<p>2. If needed, contact the ESL coordinator to ask for guidance to screen.</p>	<p>2. If needed, contact the ESL coordinator to ask for guidance.</p>
		<p>3. If a student is determined misclassified, ESL teacher will contact the ESL coordinator.</p>	<p>3. If a student is determined misclassified, ESL teacher will contact the ESL coordinator.</p> <p>For various reasons, we are not encouraging the use of the Multiple Indicator Protocol (MIP). When students are new or returning, the WIDA Screener will be used to establish a score if one is not found or is more than 1 year old.</p>



# EL PROGRAMMING

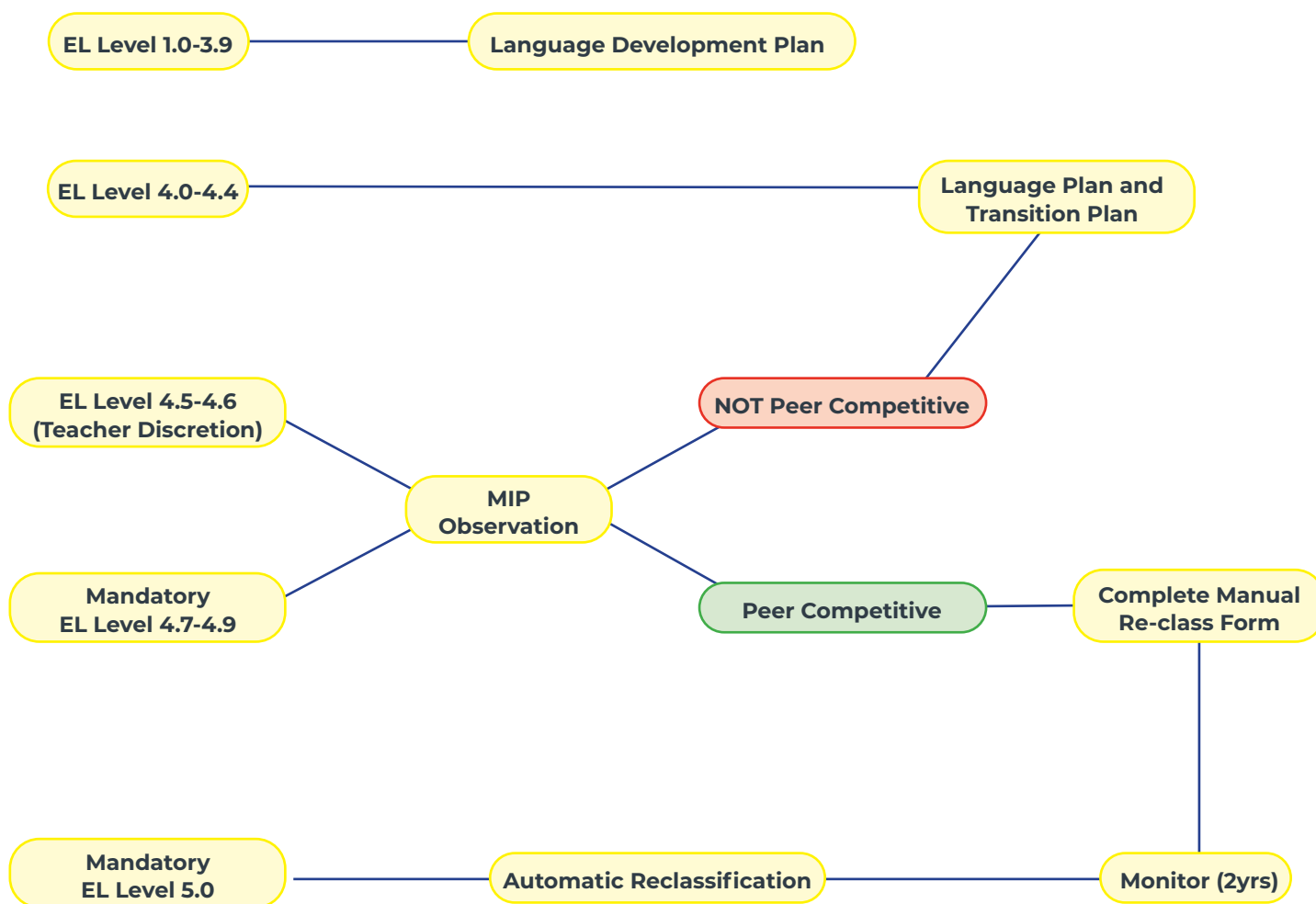
## Program of Services

The 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. These principles and programs are outlined in this section.

## Guiding Practices

1. Kenosha Unified School District adheres to a neighborhood school model.
2. All Kenosha Unified 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 reclassified with the MIP observation process. Students who are NOT reclassified 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 reclassified 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. The EL student to ESL teacher ratio is approximately 35 to 1.
11. School administration is responsible for all final 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



## Language Development Plans and Transition Plans

A Language Development Plan (LDP) is developed for all EL students in the Kenosha Unified 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 supports needed to exit and their pathway to fluency for the coming years.

### Parent/Teacher Collaboration of the LDP and Transition Plan

A copy of the LDP will be emailed to parents. A printed copy will be provided upon request. If a parent/guardian has concerns regarding the LDP, the ESL teacher will work with the parent/guardian to resolve their concerns. If the parent/guardian concerns are not resolved the ESL teacher will contact the building administrator.

Following the receipt of each year's ACCESS for ELLs scores, ESL teachers will communicate with parents of students who scored 4.0-4.9 about their Transition Plan in their preferred mode of communication. This conversation will be documented in the "meeting" tab of the students LDP. A copy of the Transition Plan will be emailed to parents. A printed copy will be provided upon request.

### General Education Classroom Support

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. KUSD 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. They must ensure access to the core curriculum with appropriate language support, to give students the opportunity to attempt material of increasing complexity, in either content or language, as their skills increase.

The Kenosha Unified School District (KUSD) 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 ESL Department is working 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.

### Grading

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. ELs cannot be penalized for missing work in the general education classroom if they are pulled from class for ESL services and testing. Accommodations and modifications for grading will be noted in the Language Development Plan.

### Credit Accrualment & Graduation

Schools must identify pathways for graduation that are age-appropriate and consider mechanisms for students to receive appropriate credit for work completed in other countries. For students in high school, KUSD must provide for these students to acquire English and academic content within a four-year time period, as ELs are entitled to equitable educational opportunities, including graduation and post-secondary opportunities.

### Identifying Credit and Student Placement

KUSD understands the landscape of education in the student's country of origin, and works to find information about coursework and credits to ensure proper placement of students. KUSD works with individual students and plans for how the student will meet graduation requirements.

### Description of Program of Services

A student's academic career is segmented into four periods: preschool, elementary school (kindergarten through fifth grade), middle school (sixth to eighth grade), and high school (ninth through twelfth grade). At each period, the program of services identifies appropriate English language development as well as content learning and standards-based curriculum. The program of services given to EL students by the Kenosha Unified School District is detailed in the chart below.

## 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
<p style="text-align: center;"><b>K-5 ELD</b></p> <p>Listed below are the available resources for elementary ELD:</p> <ul style="list-style-type: none"> <li>• Reach A/Green</li> <li>• Reach B/Orange</li> <li>• Reach C/Purple</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>• AlphaChant: Used with K-2 at teacher's discretion</li> <li>• Reach Into Phonics: Additional supplement to build phonics primarily in K-2 with ELD mentioned about</li> </ul>	<p style="text-align: center;"><b>MS ELD</b></p> <p style="text-align: center;">Separate by grade levels Impact levels Intro through IV</p> <p style="text-align: center;"><b>REACH Level A (Arctic Fox)</b> (2.5-3.9 ELP)</p>	<p style="text-align: center;"><b>9-12 ELD</b></p> <p style="text-align: center;"><b>ELD I (World English: Intro)</b> (EDGE LEVEL A) (1.0-2.4 ELP)</p> <p style="text-align: center;"><b>ELD II (World English I)</b> (EDGE LEVEL B) (2.5-3.4 ELP)</p> <p style="text-align: center;"><b>ELD III (World English III)</b> (EDGE LEVEL C) (3.5-4.9 ELP)</p>
	<p style="text-align: center;"><b>ELD Summer School</b></p> <p style="text-align: center;">EDGE Fundamentals Outgoing 8th Graders (1.0-2.2 ELP)</p>	<p style="text-align: center;"><b>ELD Summer School</b></p> <p style="text-align: center;">EDGE Fundamentals (1.0-2.2 ELP)</p>

## Resource Room\*

The resource room option is available for middle school and high school EL students based on building plan. This is not meant to replace Tier 1 instruction, it is to be utilized during work time only. Some of the supports available in the resource room include, but are not limited to:

MIDDLE SCHOOL	HIGH SCHOOL
Pre teach material	Pre teach material
Catch up on missed material	Catch up on missed material
Assessment completion/make-up	Assessment completion/make-up
Testing with accommodations/test completion	Testing with accommodations/test completion
Re-teach material	Re-teach material
Individual/small group work on student projects	Individual/small group work on student projects
Placement screening/ACCESS make-ups	Placement screening/ACCESS make-ups
Translation	Translation
Use of technology/ skills	Use of technology/skills
	Credit recovery
	ACT prep
	College and career readiness
	ITED practice and testing

## Push In Support

In class support, modification of materials (all materials as needed), translation of materials (all materials as needed), facilitate groups / group work, support instruction and participate as needed.

## Pull Over Support

Please see Resource room.

## Support in Private or Nonpublic Schools

EL status will be determined by a home language survey and/or a previous ELP level. KUSD will work with the private schools in the city of Kenosha to provide EL services to their students.

## Support During Virtual Learning

In the event of a health emergency or other event that would require the district to close all schools for a considerable length of time, all learning may be moved to a virtual format. ESL teachers will evaluate their students' LDPs and make plans to support them in a virtual learning environment. In this scenario, ESL staff will receive more details from the Coordinator of Language Acquisition regarding the shift in services.

## Serving ELs Opted-out of EL Programming

Parents may opt out of EL services for their student at any time, provided that they are knowingly and voluntarily choosing to do so. This does not exempt the student from taking the annual ACCESS for ELLs test. The student will remain an EL until they reach the exit criteria of a 5.0 or higher on the ACCESS for ELLs test or have a score of 4.5-4.9 and are observed through the MIP process as proficient.

# ACCOMMODATIONS AND SUPPORTS

## Requirements

Instructional supports and accommodations should be determined individually for each EL by the ESL teacher. It is critical that individuals with experience in second language acquisition strategies be involved in these decisions. Most students will be able to describe the supports most helpful to them but may not be able to name them. Accommodations and language related supports should be used in both instruction and assessment as much as feasible. As ELs grow in fluency, their needs will change so supports will be reviewed annually and more frequently as needed by the individual EL.

## Choosing Appropriate Supports and Accommodations

When choosing supports and accommodations for ELs on assessments, ESL teachers will consider the following factors.

1. What is the student's level of proficiency in each language domain, both in English and their native language?
2. What is the student's level of comfort with the school system?
3. What kinds of supports does the student currently use in the classroom?

## First Language Supports

For students proficient in their native or first language, translation may allow them to better understand what is being asked of them and to demonstrate what they know and can do. However, if the student has not received literacy instruction in that language, translation may create a barrier to their ability to access the content. In this case, oral interpretation or first language glossaries may better serve the student if they lack literacy in their first language.

## Assessment Support

ELs are required to be assessed in a valid way. This includes providing appropriate accommodations so that they are able to participate in state-mandated assessments. There are many accommodations, deemed acceptable by the state. KUSD is required to provide ELs access to these assessments while maintaining validity of them. Test administration guides and accommodation guides may be helpful in making this determination. If there are questions, you are encouraged to reach out to a more knowledgeable individual, such as your building test coordinator or the Office of Educational Accountability.

## Documentation

Supports and accommodations for ELs will be documented in the individual student's Language Development Plan which is updated annually. ELs who have IEPs must have their EL supports and accommodations captured in an LDP as well as in the specific I-7 worksheet for a statewide assessment, and this supplemental document should be referenced in their IEP.

# MULTI LEVELED SYSTEMS OF SUPPORT (MLSS)

Each school within Kenosha Unified School District has created a Multi-Level System of Support (MLSS) to provide targeted support in a systematic way to meet their students' needs, including the needs of English learners. While students may receive interventions through their school's MLSS, their path includes additional considerations before moving them forward to formal Tier 2 and Tier 3 interventions with progress monitoring. MLSS is an opportunity for our students to gain skills and support their growth in language to help them perform at the same level as their native English speaking peers. The ESL teacher serves as an advocate for ELs to receive adequate and appropriate support while also working so they are not identified for special education at a higher rate than their native English speaking peers.

## Collaborative Student Intervention (CSI)

When there is a concern regarding an English learner and their academic progress, a classroom teacher should first consult with the ESL teacher to determine a plan of action. The ESL teacher will work directly with the classroom teacher to provide strategies and in some cases provide more support directly to the student. If the student continues to struggle, a CSI may be scheduled. If a CSI is scheduled for any EL level 1.0-6.2, the ESL teacher must be invited. During the CSI, the first question should be whether language is a contributing factor for academic concerns. If the student is between level 1.0-4.9, a review of current language services should be done. If a student is not currently enrolled in ELD, that may be determined by the team as an appropriate additional support. The team may also explore class placement for more support from ESL teacher as well as more teacher-student time. If the student is a 6.1 or 6.2, the ESL should utilize the MIP Observation Protocol to determine language proficiency. If the ESL teacher determines that they are not proficient, students will move back to previous language proficiency or if the latest ACCESS for ELLs score is 5.0, they will be placed at 4.9 to prevent automatic reclassification. If language is not a contributing factor, the team may move forward with other interventions. All language services should be exhausted before discussing the special education evaluation process.

A general education teacher, ESL teacher, or Speech and Language teacher may request a language assessment of a student not previously identified as an official EL or who was previously identified as a 7B. The staff member must follow the Collaborative Student Intervention (CSI) process when this occurs, which must include the participation of the ESL teacher. Upon completing the CSI procedure and determining that the student should be assessed or reassessed for language proficiency, the Parent Notification Form will be completed and all appropriate signatures will be obtained.

## 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 which is separate and distinct from the secondary school, or the student has graduated but is still receiving services.

The STEP program is specifically designed for students who have been identified as Special Ed. Upon entry of the STEP program, EL students who are also identified as Special Education will not be tested using ACCESS for ELLs.

# ASSESSMENTS

KUSD administers the annual ACCESS for ELLs to determine English language proficiency levels (ELP) per the state of Wisconsin. The annual testing window runs from the beginning of December until the end of January each year.

## Guidelines for who must take ACCESS for ELLs

Students with an ELP of 1.0-4.9 enrolled in primary or secondary school must take the ACCESS for ELLs annually. In general, this means students in grades 5K-12, although some students may be enrolled beyond grade 12 in transitional or other support programs except those in the STEP program, or may be enrolled in a secondary school beyond age 18 while they complete graduation requirements. Students who meet the definition above and who have not been reclassified must still take the ACCESS for ELLs annually.<sup>6</sup>

Kindergarten students take a paper version of the assessment, while students in grades 1-12 take an online version. Students in grades 1-3 handwrite their Writing responses in booklets, and any student with insufficient keyboard fluency in grades 4-12 may also be offered this response mode. ACCESS for ELLs is also available in paper form for students with disabilities who have an accommodation need that can't be met by the online platform. This is a national assessment therefore the mode may vary depending on decisions made by WIDA and the federal government.

## State Statute Regarding Test Participation

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

## Alternate ACCESS for ELLs information

The Alternate ACCESS for ELLs is the alternate ELP assessment Wisconsin uses for students in grades 3-12 with the most significant cognitive disabilities. These 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 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 insufficient to allow the student to access a domain, the student may be eligible for an Alternate Overall Composite calculation.

The 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 proficient. This means they are likely not EL if being screened, or are eligible for a reclassification 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)

The 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 proficiency. This MIP should be modified to account for the student's lack of access to all domains, and assessed.

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

After use of a MIP to supplement a reclassification decision, students who are deemed fully English proficient should receive ELP 6 in the district SIS. Students not deemed proficient 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 reclassification 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 staff 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. The 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.

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

Within this consultation process, the EL identification 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 window must go through the standard EL Identification process outlined in this plan.

If a student is identified as EL prior to the last day of the ACCESS for ELLs test window, they must take the ACCESS for ELLs during that window. If a student is identified after the window closes, they are not required to take ACCESS for ELLs until the following year. It is not required that an EL determination be rushed to allow a student to take ACCESS for ELLs during the window; it just must be completed within 30 days of enrollment.

## Training and Certification

All ACCESS for ELLs testing will be administered by KUSD ESL teaching staff. In addition, student teachers may also administer ACCESS for ELLs, with appropriate supervision and support.

Those administering ACCESS for ELLs must have completed the WIDA training modules and have passed the associated quizzes. Training is available through the [WIDA.us](http://WIDA.us) website and is completed annually.

A currently licensed educator, preferably an ESL educator, must administer paper-based Speaking tests, because they must be scored during administration. For paper-based testing, DPI recommends certified ESL teachers, because of the need to assess productive language used during the Speaking test.

Alternate ACCESS for ELLs must be administered by a licensed ESL teacher and Special Education teacher.

## Scheduling

Each building will be responsible for scheduling the administration of ACCESS for ELLs to all English learners within the designated testing window.

## Annual Training and Results Presentations

Each year prior to the testing window, the district ESL department, in conjunction with the Office of Educational Accountability, will present an overview of the ACCESS for ELLs assessment, testing procedures, and scheduling options to test coordinators, ESL teachers, and building representatives. This is updated annually to reflect changes in the assessment.

Upon receipt of ACCESS for ELLs scores, the district ESL department and Office of Education Accountability will analyze and share results with test coordinators, ESL teachers, and building representatives. This data will be used to guide instructional practices and create language development plans for the upcoming academic year.

## Scores

ACCESS for ELLs scores are available in late spring, both in paper form and electronically. Individual Score Reports (ISRs) and parental letters are available in many languages to help communicate to parents their child's results. Students receive an overall score from 1.0-6.0 as well as scores for each of the language domains (reading, writing, listening, and speaking). These results will be used to guide instructional practices and create language development plans for the upcoming academic year.

WIDA describes six English language proficiency levels, which are derived from the proficiency level scores. In most situations, unless otherwise specified, ELP refers to the Overall Composite proficiency level.



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

ELP CODE	LANGUAGE USE DESCRIPTOR	WIDA DESCRIPTOR
1	Beginning Preproduction	Entering
2	Beginning Production	Beginning
3	Intermediate	Developing
4	Advanced Intermediate	Expanding
5	Advanced	Bridging
6	Former EL, now Fully English Proficient	Reaching
7 <sup>9</sup>	Never EL, always Fully English Proficient	
7B	Never EL, more than one language at home	

## 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 significant cognitive disabilities.

State law requires that a 9th and 10th grade assessment also be administered, and the ACT ASPIRE has been chosen to meet this requirement. ELs must be given meaningful support to enable them to participate in these assessments. The availability of these supports need to be communicated to teachers, parents, and students.

## Recently Arrived EL Exemption

Recently arrived ELs are allowed a one-time exemption from the ELA sections of any mandatory statewide assessment.

A recently arrived EL must meet the following criteria. The student:

- has been enrolled in U.S. schools for less than 12 cumulative months. Note: U.S. schools are defined for this purpose as only the 50 states and Washington, D.C. Students from Puerto Rico and other U.S. territories may claim this exemption.
- has not taken the one-time exemption before

# ACCOUNTABILITY (ESSA) AND PROGRAM IMPROVEMENT

The ESEA now contains a requirement for the Wisconsin Department of Public Instruction to monitor schools on the effectiveness of their language instruction education programs (LIEP) for purposes of continuous improvement. The LIEP indicator along with other indicators is part of this monitoring protocol.

The ELP assessment is designed to assist students, educators, and families in understanding their students' current level of English language proficiency along the language developmental continuum. It provides educators with information they can subsequently use to enhance instruction and learning in their LIEP. It may also provide districts with information to help them evaluate their LIEP effectiveness.

## School Level Long-term ELP Goals and On-track to Proficiency

Wisconsin has set a state-level six-year goal for an 18 percentage point increase in the percentage of ELs on track to English proficiency. This necessitates a 3-point increase in the percentage of ELs on track to reach English language proficiency each year.

The determination of whether or not a student is on track will depend on their ACCESS for ELLs scale score growth as well as the number of years remaining in their target time-to-proficiency. This target time-to-proficiency differs depending on starting ELP level and grade when students first enter the Wisconsin public school system.

## Time-to-proficiency targets for English language proficiency

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

1-2 YEARS

3-4 YEARS

5-6 YEARS

7-8 YEARS

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

$$\text{Annual Growth Target} = (\text{Goal Score} - \text{Prior Year Score}) \div (\text{Years Left to Reach Proficiency})$$

In the above formula:

- Years Left to Reach Proficiency = difference between years in school and Time-to-Proficiency.
- The Goal Score = Scale score required to reach proficiency in the grade that corresponds to the Time-to-Proficiency.

This calculation, while more complex than our previous growth model, provides the following benefits:

- Adjustment in growth target captures the normal plateau in growth (lower is faster/higher is slower) as students move towards proficiency.
- Students offered an opportunity to reach growth targets in the first year and all subsequent years.

These calculations will determine whether or not a school is in need of improvement, based on the Department of Public Instruction's criteria.

## CREATING A TRANSITION PLAN

A student who achieves at least a 4.0 Overall Composite on ACCESS for ELLs is nearing Full English Proficiency and is in need of a transition plan. This will provide a map for the student, capturing where they are in terms of proficiency and support now, and their path towards full fluency in the next few years. This plan should include specific goals (e.g., time, performance) which would indicate that the student no longer needs language support or that the student requires a change in programming. These goals should be designed to transition the student away from supports that are no longer needed, and to nurture learning in any areas of need.

Effective transition plans extend into the monitoring period after the student is reclassified as Former EL.

Keeping parents informed via their preferred form of communication and participating in the exit process allows them to see the progress their child is making and gives them the opportunity to voice any concerns.

## RECLASSIFICATION

### Process Overview

Reclassification is the process of changing a student's EL status from EL to Former EL. Former ELs are denoted as ELP 6 in Infinite Campus. This indicates that the student was once an EL, and has now reached English proficiency. A student reclassified to Former EL is expected to be able to engage with content in English and demonstrate 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 support as non-ELs.

# RECLASSIFICATION PROCESS

Best practice is to use multiple indicators to make educational decisions for students, Wisconsin has chosen the following exit criteria which are also the guidelines for reclassification in KUSD.

If a student scores an overall proficiency of 5.0 or higher on the ACCESS for ELLs, they will be automatically reclassified as a 6.1 for the following academic year.

If a student scores an overall proficiency of 4.5-4.6 on the ACCESS for ELLs, the ESL teacher may elect to use the Multiple Indicator Protocol and if proficiency is demonstrated, manually reclassify the student as a 6.1 for the following academic year.

If a student scores an overall proficiency of 4.7-4.9 on the ACCESS for ELLs, the EL teacher must use the Multiple Indicator Protocol and if proficiency is demonstrated, manually reclassify the student as a 6.1 for the following academic year. If proficiency is not demonstrated, then a Transition Plan will be created for the following academic year.

When a reclassification decision for a student has been made, this must be communicated to their parents, along with any changes in programming or support.

## Use of the MIP for Reclassification

The Multiple Indicator Protocol lays out two possible ways to collect evidence for reclassification. KUSD will utilize the classroom observation of student language use.

Students who are assessed for reclassification using a MIP should have the decision and information used to make this decision captured in their academic record. In addition, the student's parents must be notified of this process and the resulting determination.

## Multiple Indicator Protocol (MIP)

The [Multiple Indicator Protocol \(MIP\)](#) is a standardized tool for collecting evidence of a student's English language use within the classroom setting as supporting evidence of English proficiency. KUSD Teachers use the MIP to determine if an EL student could be successful in a variety of classroom activities without the support of an ESL teacher.

MIP evidence can be collected by a classroom observation protocol.

[Simplified A Grades K-3](#)

[Simplified B Grades 4-12](#)

The data collected should be authentic representations of the student's independent efforts demonstrating their English skills. MIP data should be collected in settings where grade-level curriculum is in use to ensure that the student is demonstrating an appropriate level of academic English.

MIP processes should be formalized, and captured in the EL students "Meeting" portion in Ellevation. MIP results will be communicated to both staff and parents. The data collected with the MIP and the resulting determination of English proficiency must be maintained as part of students' academic record. A paper copy of the MIP must be stored in the student cumulative folder. In addition, summary information should be included as part of the student's Transition Plan and/or Language Development Plan.

## Timing of Reclassification

Final reclassification decisions should happen prior to the beginning of the school year, and students who are reclassified should have their transition plans fully implemented prior to the start of school. This should include any necessary programmatic changes made to support the student's reclassification.

## Final Reclassification Steps

When a final determination to reclassify has been made, the student's ELP code should be updated 6.1 in Infinite Campus using the appropriate form to indicate their reclassification as Former EL.

## Monitoring

The student's two-year monitoring period 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.

For federal reporting purposes, students who have exited EL status in the prior 4 years are included in the EL subgroup for reporting and identifying schools for Comprehensive or Targeted support.

## Issues Identified in Monitoring

While it is anticipated that the majority of students will be able to rapidly transition away from EL support after reclassification, some students may occasionally demonstrate a need for targeted assistance. Students may continue to receive support while ESL staff work with content teachers to ensure that appropriate bridges are being made to support the transition out of EL status for the student.

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 may alert ESL teachers of concerns regarding students who have been reclassified and are currently being monitored by indicating it on their bi-annual monitor form or by reaching out to the ESL teacher if it is not during a time when the monitoring forms are available. Prior to restoring EL status, the ESL teacher 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, there are two ways to reassign ELP to that student. If they were reclassified automatically, that student should be assigned ELP 4.9 in Infinite Campus. If the student was reclassified using a MIP, they will be assigned previous ELP (4.5-4.9). Services should be given based on the student's needs.

Students who return to EL status must take ACCESS for ELLs annually, and should progress through this reclassification process the same way as any other EL when they meet the criteria after the next ACCESS for ELLs assessment, even if this occurs during the same school year.

## Reclassification and Monitoring for Students Opted out of Services

Students whose parents have opted them out of EL services follow the same process for reclassification as any other EL.

### Former ELs in Need of Support

As with any student, Former ELs who have completed their 2-year monitoring period and who are struggling academically should be offered support (for example, using MLSS) to address areas of need.

# PARENT ENGAGEMENT

All parents have a right to be involved and play a role in their child's education regardless of their English language proficiency. All districts must ensure effective means of communication between teachers and parents to ensure that they can be involved in their English language development. Parents of English language learners may have a language barrier themselves and require additional support for participation in school and district events and activities.

During registration, parents are asked a series of questions, including the home primary language and the parent/home preferred language. Schools should take parents at their word about their communications needs. It is also important to keep in mind that not all parents are literate in their home language and may require interpreting services.

Examples of required translated forms from districts/buildings to families include:

- School Board Policies
- Registration and Immunization Forms
- Lunch/Meal Forms including Free and Reduced Lunch
- Grievance procedures and notices of non-discrimination
- Language assistance programs ([ftenuta@kusd.edu](mailto:ftenuta@kusd.edu), X6303)
- Parent handbooks
- Report cards
- Gifted and talented programs (Pending updates 21.22)
- Student discipline policies and procedures
- Magnet and charter school options
- Parent-Teacher conferences
- Federal and State title reporting and notices
- Field trip and Sports Forms
- Special education and related services (IEPs)

## Effective and Regular Parent Meetings

One of the changes to the ESEA under ESSA is that districts are required to conduct effective outreach to parents of English Learners, including having regular meetings. At the "Annual ESL Parent Meeting" ESL teachers meet with parents to discuss the schools plan of services, understanding the meaning and components of the ACCESS for ELLs test and results, and how to "exit" the ESL program.

## Parental Notification of EL Services

The U.S. Department of Education has additional requirements for notification 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 identification 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
- notification of the annual English proficiency 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. This service is also used for ALL special education related meetings throughout the school year.

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

- Language assistance must be free and provided by appropriate and competent staff, 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 confidentiality. 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 sufficient for the staff member merely to be bilingual. For example, a staff member who is bilingual may be able to communicate directly with limited English proficient parents in a different language, but may not be able to interpret in and out of that language, or to translate documents.
- Schools must provide translation or interpretation from appropriate and competent individuals and may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for parents.

Federal law requires that parents receive information in a language they can understand and access. Translation services from the language acquisition department are used specifically for EL parents for the following:

- Communication of building and district activities
- Communication of school systems and technology ssnan
- Family engagement activities
- Communication of Language Development Plans (LDPs)
- Parent/Teacher conferences for ELs

Teachers have access to the request forms on the District website. The language acquisition department also has access to an interpreter service that can be used at the building level by contacting the ESL teacher.

The department of Special Education provides translation and interpretation services through an online interpretation service for Individualized Education Plans (IEPs) and IEP meetings.

Kenosha Unified School adheres to federal and state guidelines for the support and instruction of English Languages Learners. These include guidelines in regard to accommodations, language plans, parent communication in home language, equal access to all school activities and sports, and parent choice to participate in services or waive services. At this time, there is no option for parents to opt their students out of the annual EL assessment (ACCESS for ELLs).

The legal requirements for identifying, supporting, and reclassifying ELs comes from several sources, including federal law and the associated regulatory guidance, court cases, and state law. Guidance for how to meet these requirements is also published by the U.S. Department of Education's Office of Civil Rights.

The core federal law which governs how districts must support ELs is the Elementary and Secondary Education Act (ESEA). The ESEA was enacted in 1965, and contained the first federal language defining equal access to education as a civil rights issue.

The ESEA has been amended several times since it was first signed into law, most notably by the No Child Left Behind Act (NCLB) of 2001, which codified many of the EL-specific rules that we continue to follow today. In 2015 the ESEA was amended by the Every Student Succeeds Act (ESSA), which further clarified our responsibilities as they pertain to ELs.

## Title I and Title III Services

Through the ESEA, students may be eligible for supplemental support services. Title I and Title III provide funds for supplemental support services to English Learners to help students learn English, meet age-appropriate academic achievement standards, and graduate. Under both Title I and Title III, districts are required to notify parents if their student is eligible for supplemental services. Parents' decisions on their child's participation (or lack thereof) in these programs must be knowing and voluntary. Districts may not withhold information about supplemental services, nor push parents to accept or deny services for their child.

Communication to parents about supplemental Title I and/or Title III services extends beyond the required language education programming notification letter provided to parents during initial identification and for the continuation of fundamental language education programming. Title I/ Title III services are supplemental to the required language education services a district is required to provide to English Learner students.

## Equal Rights Under the Law

Students who are immigrants have all the same rights as U.S. born students to a free and equal public education. In addition, they receive certain protections to ensure that policies and procedures, which are not barriers for U.S. born students, do not impact their ability to receive the same high-quality education.

The ESEA defines immigrant children and youths as individuals who:

- are aged 3 through 21;
- were not born in any state (defined as each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and
- have not been attending one or more schools in any one or more states for more than 3 full academic years. (Months counted for schooling need not be consecutive.)

Individuals who meet the above definition are immigrants. Immigrants may or may not be ELs depending upon the languages spoken in the student's home, the language of schooling in the student's country of origin, and their level of English proficiency.

The term immigrant as used in Title III is not related to an individual's legal status in the United States.

# GLOSSARY

**7B:** Indicates that a student was previously screened for ESL services and obtained a score denoting English proficiency. This 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

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

**MAP:** The 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 Wisconsin. It assesses foundational reading skills.

**PULL OUT:** During pull out instruction, a student or small group is removed from the content classroom for individualized instruction.

**PULL OVER:** During pull over instruction, a student or small group works with an ESL teacher within the content classroom.

**PUSH-IN:** During push-in instruction, ESL services provided during grade level, tier one instruction in the content classroom

**SIS:** Acronym referring to "Student Information System", for KUSD, the SIS is Infinite Campus.

**TRANSLATOR:** An individual who translates written documentation.

**W-APT:** WIDA ACCESS Placement Test that was replaced in 2017 by the WIDA Screener.

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

**WISEDASH:** Wisconsin Information System of Education Data Dashboard allows school personnel to view student data and academic and demographic data while enrolled in their district and any previous data collected about that student throughout the state.

# 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:

- Infinite 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](#)





# Kenosha Unified

SCHOOL DISTRICT