SCHOOL DISTRICT OF LA CROSSE

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English Learner (EL) Program Handbook

Policies, Procedures, and Best Practices
for Serving the English Learners of the School District of La Crosse (SDLC)

Meeting needs of ALL students

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OVERVIEW OF SDLC EL PROGRAM:

LAWS GOVERNING EL SERVICES

Under Title VI of the Civil Rights Act of 1964 and the Elementary and Secondary Education Act (ESEA) of 1965 and subsequent federal and state mandates, all Wisconsin school districts are required to identify and provide language education services to English Learners (ELs). This includes immigrant and migrant students, and students with disabilities. Once identified as an EL, students are eligible for English Language services until they exit EL status.

LIEPs

SDLC uses WI DPI approved Integrated ESL model that places LT ELs (long term ELs), levels 2.2-5, in mainstream classes with support provided by EL staff either directly or via supporting/scaffolding Gen Ed staff's capacity on how to work with multilingual learners. EL students are Gen Ed students at ALL times. SDLC is currently using the following DPI approved LIEPs:

1. Integrated ESL (baseline program for ALL ELs) push in, functional development of language
2. Stand alone ESL (short, on demand, reteaching/frontloading pull outs at no loss of instructional time)
3. Newcomer Stand Alone (no more than 3 semesters)
4. Integrated EL/SPED (co planning, co serving in the same space)

HLS AND EL PROGRAM ENTRY PROCEDURE

HLS (HOME LANGUAGE SURVEY)

For a student to be identified as an English Learner, they must have learned a language other than English as a child (as indicated on HLS). They must also have been given an English Language Proficiency test by the school (WIDA Screener or ACCESS), and must have shown a sufficient lack of English proficiency on that test to serve as a potential barrier to their academic success (below ACCESS level of 5)

SDLC is currently using WI DPI HLS Template with some alterations or modifications applicable to the specifics of SDLC.The Wisconsin HLS is an adaptive tool, and it is designed to ask only 2-3 questions to the majority of students with very clear language backgrounds (English-only or non-English speakers). The Home Language Survey is stored in the SDLC Skyward system that the Registrar and parents complete during initial enrollment. SDLC Registrars use District Translators to assist parents with the HLS. The HLS is also available to Registrar immediately in two most common languages: Hmong and Spanish. The HLS is only administered once.

If the way the HLS was filled out (according to the WI DPI flowchart) points out the need to screen the student, then the Registrar notifies EL teachers in the corresponding school. EL teacher works with the student and family to fill out the second part of the HLS (Extended Language Survey questions) to fully understand the home language situation. Deeper questions will be triggered for students with more complicated language backgrounds in order to determine the extent of their non-English language use. If an incoming student has either an ELP screener or ACCESS for ELLs score, their EL status defaults to what is indicated by that assessment.

SDLC EL staff helps families as they complete this process and explains to parents the purpose of the HLS, how the results are used, how providing accurate information will ensure students receive services for which they are eligible, and the parent/guardian's right to decline EL services. Once the determination has been made, parents will be notified of a student's entry into the EL Program. A letter will go out in both English as well as the parents' native language. If parents are pre-literate, the EL teacher will use either a bilingual TA or Language Line services funded by the District to communicate to the family all DPI mandated key points of

Initial Admittance into the EL program. Parents will be explicitly told that they always have the right to decline services. (See Appendix for supporting Letter Templates)

On rare occasions, there may be a misunderstanding as to the purpose of the HLS, or the form may be completed incorrectly by parents/guardians. In these cases, the HLS may be re-administered, without changing the results of a screener or ACCESS for ELLs.

If after initial completion of HLS parent contacts EL staff questioning placement of a student into the EL program, the EL teacher will do a thorough investigation of the initial HLS and placement based on that. If the EL staff member verifies that a student has been erroneously placed into EL program, he/she will initiate the Reclassification process. The WI DPI Reclassification Template will be filled out and shared with parents who will need to sign it to release students from the EL program. The Director of Pupil Services will review the signed form and sign it as well. The Reclassification form with an explanation for the HLS re-administration will be placed into the student's EL Orange Folder as well as the Cum File. Student(s) will be reported as never EL and the SIS designation will adjust accordingly. Students will not be required to go through the MIP process as they were never EL to begin with. Reclassification form/process will suffice in this instance.

The HLS may be administered to students in grades younger than Kindergarten. However, formal EL identification requires the use of a Screener (IPT for pre K), and current WIDA Screeners are only valid for students enrolling in grades Kindergarten-12. For this reason, HLS results are captured in the district by EL staff in a student's educational record (paper folder) when enrolling students prior to Kindergarten to be used as an indicator of potential EL status when Kindergarten enrollment occurs. This data will be transferred into student's EduClimber profiles as a background narrative once they officially start Kindergarten.

Students who enter pre K in the Spring are eligible to take the official WIDA Screener.

Discrepancies between HLS and student's data from previous District (s)

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, SDLC will investigate this discrepancy.

Until a resolution to this discrepancy is found, the student will be considered an EL using the most recent ELP score from the ACCESS for ELLs or MODEL kit interim ACCESS. If the student's educational record is available, SDLC EL staff will 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, SDLC EL staff will 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. SDLC EL staff will communicate in a timely manner with parents/guardians, with an interpreter if needed, to understand the student's previous school history and previous language services.

The Director of Pupil Services signs the District Verification Form and the parents and EL staff sign Parental Information form.

WIDA SCREENER

` Screener Procedure

Students are eligible for ELP screening upon enrollment only when the results of their HLS indicate that they should be screened. Students who have not been administered an HLS are not eligible for ELP screening. Students for whom the HLS indicated should not be screened are also not eligible for screening. Once the determination has been made through HLS that the student qualifies for Screening, then the student gets added to DRC, and a Screening session is assigned to him/her. If a student is in K, EL staff goes onto WIDA Secure Portal to download screening files (unless they have the Screener kit that has already been purchased for their Building).

An ELP screener is a standardized assessment that identifies the approximate level of English proficiency of a potential EL. Parents of an EL are notified of their child's ELP level within 30 days of enrollment. ELP screeners are scored locally by SDLC certified EL staff who take annual refresher courses on Screener and ACCESS K-12. EL staff scores student's responses and adds scores to student's file prior to ACCESS testing window.

From the first day of enrollment, SDLC has 30 calendar days to determine the EL status of new students.SDLC notifies parents in a timely fashion of this determination. SDLC has 30 days from the start of the school year to notify parents of ELs enrolled prior to or at the start of the school year. For students enrolling mid-year, SDLC has two weeks to notify parents once they have made an EL determination.

SDLC may use Model kit interim ACCESS assessment if the student missed ACCESS testing window to have additional data piece on top of Screener score. Translation of the information pertaining to student scores into the family's home language is vital. SDLC Provides written translation as well as oral interpretation of this information.

Parental Notification of confirmed student's EL Status

In addition, if a student is determined to be an EL, the notification that SDLC EL staff sends home includes the following information:

1. The process of identification, and the assessments, data, and/or observations used to make the determination. This should include the student's ELP score and a summary of any MIP observations/Model kit interim ACCESS results.
2. What their EL status means, and what services this makes their child eligible for.
3. The specific Language Instruction Education Plans (LIEPs) available in the district for students of this age, the method of instruction in those LIEPs, and information on how those programs differ in content, instruction goals, and use of English and a native language in instruction.
4. How the programs can meet the educational strengths and needs of the child, including specifically how the programs will help the student learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
5. The specific exit requirements for such a program, the expected rate of transition from such a program into general education classrooms, and the expected rate of graduation from secondary school if applicable.
6. The guarantee to offer programming in the least restrictive environment, and to transition the student to general education classrooms when appropriate. If a pull out occurs, SDLAX staff notifies staff about the timeline and the reason for pull out giving parents a chance to respond ahead of time.
7. In the case of a child with a disability, how the program will meet the objectives of the individualized education program (IEP) of the child.
8. Information pertaining to parental/guardian rights that includes:
    a. The right that parents/guardians have to have their child immediately removed from an LIEP upon their request;
    b. The options that parents have to decline to enroll their child in such programs or to choose another program or method of instruction, if available
9. The allowable language services and accommodations available to the student should the parents/guardians accept or deny language support services for their student.
10. The school district's obligation to support this student's academic needs should a parent accept or deny services.
11. The requirement to annually assess the student's English language proficiency until the student reaches proficiency, independent of whether or not the parents accept or deny EL services.
12. Notice that a student's status as an EL is viewed as confidential information within school data collection and notification.

Screener data reporting

SDLC maintains 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:
    - ELP Screener used
    - date ELP Screener administered
    - Screener result coded as ELP (1-5, **7***)
- For students with a Screener result of ELP (1-5):

- informed parental consent for or denial of service
- parental choice of language for school communications
- student native language code
- LIEP program type

**Students reaching Proficient scores on Screener are not ELs, and should be marked as ELP 7 - never EL in the district SIS.*

30 day rule

- SDLC screens newly arriving EL students within 30 calendar days of enrollment if the enrollment happened during the school year.
- EL staff needs to check with Building AAs regularly on new arrivals. AA can print out HLS filtered reports to see if anyone with language listed as other than English has not been screened yet.
- If the enrollment happened during summer, the first day of enrollment is automatically considered the first day of school.
- If a new student has arrived to a school that does not have an active EL staff during initial enrollment, registrar/and /or school AA need to inform EL Program Coordinator so he/she can screen the student within 30 days unless a new staff member has already been trained and can take over.
- All students grades 1-12 need to be enrolled into DRC for screening. All new grades 1-12 EL students need to test online. Grades 1-3 will have to do the Writing portion on paper. Paper booklets and scripts can be downloaded from WIDA Secure Portal under Resources tab.(Check WI DPI EL Handbook regarding Screening students with disabilities)

- ALL K students do their Screening on paper.(Review New K Screener on WIDA Secure Portal)
- ALL EL staff need to finish Screener training modules on the WIDA Secure Portal prior to screening students. (EL Staff is covered by old certification till the end of September of every year)
- For Summer Enrollments:
  If the student is enrolled in the summer and EL staff is screening him/her in the month of September, EL Staff is still covered by last year's certification till Sept 30. New training modules open every year at the end of September for the new year's certification. If it is year round school, and the student enrolled in the summer during Intersession, their first day on enrollment is considered the first day back to school after Intersession (about mid July). At that point, EL Staff is still covered by last year's certification all the way till the end of September when new year's training modules open up. After Sept 30, a new training cycle begins and EL staff will need to be newly certified to Screen students arriving after Sept 30 or if their 30 day screening window falls over October.

- Portions of the screener will need to be scored by EL staff ,so proper training for that is of paramount importance.TAs may not do any Scoring but can assist with the proctoring Screener taking.

- Screener scores will need to be printed (please see Score generator on WIDA Secure Portal) with date of Screening indicated on the printed report. Score Calculator is an online tool.Details on understanding and using scores are available in the WIDA Screener Interpretive Guide for Score Reports.

- The WIDA Screener for Kindergarten Test Administrator Manual is where EL staff can find the most comprehensive information on the Screener. It's a great place to get started! (WIDA Screener permissions and a valid WIDA Secure portal account are required to view the manual.)
- The WIDA Screener for Kindergarten training course guides EL staff through how to administer the test. (WIDA Screener permissions and a valid WIDA Secure portal account are required to view the training course.)
    - Additional Resources:
    - [ ] Ch 2 Screener (EL Handbook WI DPI)
    - [ ] HLS In different languages
    - [ ] At a Glance Entry and Exit(including Screener scores)

Screener for Opted out students

Parents can always fill out form refusing EL services: however, due to official EL status via HLS, these students' data will still need to be captured via WIDA Screener as well as annual ACCESS testing.

PROGRAM EXIT

AUTOMATIC

Upon enrollment in a Language Instruction Education Program, the parents are informed of an EL program exit requirements. Students can't be enrolled in LIEPs indefinitely. Once students reach full English proficiency, they by definition are no longer ELs. The ESEA now requires that states have a uniform statewide exit process:

> Students reaching an Overall Composite of 5.0 or greater must be reclassified, while students reaching an Overall Composite of 4.5-4.9 may be reclassified, should the EL Staff find additional evidence of proficiency using a MIP protocol.

MIP

- MIP VIA ACCESS SCORES:

When an EL/ML student reaches an Overall Composite Proficiency Level of 5.0 or greater on the ACCESS for ELLs, they are reclassified as Former EL. EL students with an Overall score of 4.5-4.9 as well as Literacy score of min 4.5 alert EL staff to start the MIP Observation process to see if the student qualifies for manual exit. If EL staff MIPped (observed) a student who is 4.5 on both Overall and Literacy, but did not gather substantial evidence of grade level work–then EL staff may start a Portfolio in September.

SDLC EL staff determined that Classroom Observation form and student grade level work samples will be used to warrant exit. In general, the focus should be on collecting authentic representations of the student's efforts demonstrating their reading, writing, speaking and listening skills in English but not academic content skills and proficiency. Proficiency in academic content areas can be related to English proficiency, but is not a predictor of English

proficiency. IReady Reading Proficiency Score can be used as an additional indicator of grade level performance.

Students who are assessed for reclassification using a MIP have this decision captured in their academic record(EL Plan Smartform on Educlimber). SDLC EL staff enters this information into students EL Smartforms in Educlimber under Narrative. MIP Observation (DPI Template) gets filled out and dropped into students' EL Orange folders kept inside the students' cumulative files stored at the main office.

In addition, the student's parents must be notified of this process and the resulting determination. Upon enrollment in a Language Instruction Education Program, the parents were informed of an EL program exit requirements. Students can't be enrolled in LIEPs indefinitely. Once students reach full English proficiency, they by definition are no longer ELs. Students reaching an Overall Composite of 5.0 or greater are reclassified automatically, while students reaching an Overall Composite of 4.5-4.9/Literacy 4.5 may be reclassified if the SDLC finds additional evidence of proficiency by using a MIPping process.

● MIP VIA RECLASSIFICATION DUE TO ERROR

SDLC follows EL Determination: Entry and Exit, very closely. As outlined in WI DPI ELL Handbook, English Learner status is a federally protected class, entitling students to discrimination protection and educational support. Given these legal protections, SDLC exercises caution when considering changing the EL status of a student who has already been through the EL determination process, regardless of outcome.

If a parent/guardian believes that the initial identification of EL was made in error, the student may be re-evaluated, with parental consent. To prevent inconsistent changes to students' EL status, the following process has been devised:

1. The student's parents are informed about the potential error and why it might have happened.
2. The parents are informed about the significance of a change in EL status for their child, including programmatic changes and support.
3. The SDLC solicits and receives consent from the parents to re-evaluate the EL status of the student.
4. Receiving this consent, SDLC collects evidence using a Multiple Indicator Protocol (MIP).
5. The evidence collected through the MIP is thoughtfully considered and the determination of EL/not EL must be captured in writing in the student's academic record, along with the MIP information and decision rationale.
6. Results of this investigation are communicated to the parents, along with the final EL determination.

- MIP VIA SCREENER

SDLC uses the overall composite score from an ELP screener to determine if a student is likely an EL. The final determination of EL status may include both an ELP screener result as well as observational data from the MIP (Multiple Indicator Protocol). There is always an additional meeting with parents set up to go over the details of potential reclassification and give parents a chance to ask questions.

PROGRESS MONITORING

ACTIVE ELs

Annually, SDLC purchases licenses for WIDA Model Kit: Interim, On-Demand MINI ACCESS test that can be used by EL staff to track effectiveness of applied interventions when striving to help ML students improve their weakest domain: Speaking, Reading, Listening or Writing.Each domain can be tested separately to get a snapshot of student's scores in real time.

ELs THAT OPTED OUT

Even though some parents may opt their students out of being served through the EL program, EL staff is still responsible for administering the annual ACCESS test to these students as well as providing classroom support.These students still need to go through the Screener process as well..

TWO YEAR POST EXIT MONITORING

Once students were exited from the EL Program: automatically or manually (via MAPping protocol), EL teachers start the two year monitoring process. That includes filling out a 2 year Monitoring Observation form as well as looking at students grades throughout the semester and reaching out to their core teachers for comments and observations.

Former ELs who have exited programming within the last four years are included in the EL subgroup for federal reporting. This helps ensure that ELs do not have long-term academic deficits from their time spent in EL programming. The ESEA also requires states to report the average amount of time it takes ELs to become proficient, and how many long-term ELs are in our schools. Wisconsin's definition of long-term EL is a student who has been an EL for more than six years.

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TESTING, CLASSROOM SUPPORTS AND ACCOMMODATIONS

ACCESS TESTING

Under the ESEA and state statute, all students who have EL status must be annually assessed for English language proficiency (ELP) using a state-defined ELP assessment. The State of Wisconsin has chosen WIDA's ACCESS for ELLs as this assessment. The annual ELP assessment window runs from December to February.

Students who are ELs (ELP 1-5) 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, 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.
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.

Like most assessments, ACCESS for ELLs has accommodations available for students with disabilities. However, some accommodations common to other assessments may not be available for ACCESS for ELLs, as what is being assessed is fundamentally different from what an academic content test is assessing. Examples include word-to-word dictionaries and text-to-speech for reading passages, as both prevent ACCESS for ELLs from measuring what it is intended to measure.Good rule of thumb is if the accommodation is not given to student daily in their classroom, it is not given on the test.

The Alternate ACCESS for ELLs is the alternate ELP assessment Wisconsin uses for students in grades 1-12 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.

Kindergarten students who are taught to the Essential Elements take the Kindergarten ACCESS for ELLs with appropriate accommodations.

CLASSROOM ACCOMMODATIONS

EL staff provides general education staff with EL accommodations/modifications as identified in student's EL Plan Smartform on EduClimber. EL staff creates EL Plan Smartform for each student in Educlimber and shares it with student's teachers as well as collaborating specialists (Sped, Inclusion/Success coaches, etc)

STANDARDIZED TESTING

SDLC EL students take all mainstream standardized classroom assessments such as IReady, Forward, ACT, etc EL staff is being informed annually about the dates for District assessments as well as who Assessment coordinators are in their Building. EL staff contacts Building Assessment Coordinators around the testing windows to collaborate on reviewing accommodations/modifications appropriate for ELs.

List of Designated Standardized Assessment Point People (by Building)
EL accommodations on Forward

While EL supports are provided on all statewide assessments, limited EL supports are appropriate for the ELA content areas. Recently Arrived ELs are allowed a one-time exemption from the ELA sections of any mandatory statewide assessment. A Recently Arrived EL for whom a district is requesting an ELA exemption 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

If a student meets these criteria, indicate the exemption within the vendor portal using the non-tested code of RAE for Recently Arrived EL.

NEWCOMERS AND LONG TERM ELS

NEWCOMERS

Newcomers are students, grade K-12 who are level I or 2 on ACCESS Overall; learner immigrants, of the same or different language groups, who arrived in the United States within the last 3 years.

SDLC Newcomer Program is a stand-alone learning environment designed to meet the socio-cultural, language, and academic needs of newly arrived immigrants. This program prepares Newcomers with readiness to transition to regular LIEPs. This pull out program is designed to run no longer than 3 academic semesters (can be 4) and get a level 1 or 2 Newcomer to a level 2.5 and above

Language of instruction is English with possible inclusion of the student's native language. Benchmark Universe Newcomer curriculum is annually purchased for all sites that have Newcomers for Intensive Direct Language Instruction.

Newcomers may be exempt from Standardized testing if they have not formally taken the ACCESS test that year. Newcomers' classroom and testing accommodations/modifications are outlined in their EL Plan Smartforms on Educlimbers for their Gen ed teachers to consider. These plans are created and shared by student's EL case managers.

LONG TERM ELS

Long term ELs refers to English learner (EL) students who have been enrolled in a U.S. school. for six years or more and have not been reclassified as fluent English proficient.

Long Term ELs are served in Gen Ed settings via Integrated ESL LIEP and sometimes Integrated Sped /EL when appropriate.

PARENT NOTIFICATION/COMMUNICATION/ENGAGEMENT

Parents must be notified in writing that their student was administered an ELP Screener, and they must be informed of the results of that assessment. Our Building EL staff generates a Parent Notification letter that is translated into parents' first language. These letters get mailed to comply with Parent Notification law; however, some of the parents may be pre-literate in either language. In that case, the EL teacher makes an arrangement with a Building TA to make a phone call home for more meaningful parent communication. Template for both: Initial Admittance into the Program and Continuation of Services letters can be found in the Appendix section.

As per the District's Family Engagement Plan, there will be meetings held with EL families in the fall /spring Parent Teacher Conference to go over the LIEP plan. During the meeting, parents will be informed of their right to participate in the school improvement plan process and be given the most up to date graduation rates in the District. Brochures given include choice options presented at other parent teacher conferences with opportunity to provide input. These meetings will be conducted by the EL case managers. The results of these meetings will inform the school district EL service delivery model. In addition, SDLAX EL Program will give notice of and hold/respond to two annual meetings where EL families are invited to participate in providing feedback about language programming in general.

ELs and SPED

EL and SPED teams have a chance to collaborate either on consultation basis or via Integrated Sped/EL LIEP where both case managers co plan, co serve and so teach to the same student(s).

Please check the current DPI Accessibility Manual for EL/SPED online. (Look under the Testing section of this Handbook and find a link to Forward Accommodations. Accessibility Manual 24-25 is posted there)

Appendices:

EL Program Initial Admittance Parent Letter (English)
EL Program Initial Admittance Parent Letter(Hmong)
EL Program Initial Admittance Parent Letter (Spanish)

EL Program Continuation of Services Letter (English)
EL Program Continuation of Services Letter (Hmong)
EL Program Continuation of Services Letter (Spanish)

Resolution for Reclassification Letter (English)

MIP Observation Form K-3
MIP Observation Form 4-12

2 year Sample Transition, Reclassify and Monitor Templates

EL PROGRAM Folders (Common Drive)
Folder named Updated Documents as well as Parent Forms/Letters contains Parent Letters