1. **ENTRY CRITERIA**

**STATE STATUTE**
According to Wisconsin State Statute Chapter 115, Subchapter VII, limited English proficient students (English language learner) means “a student whose ability to use the English language is limited because of the use of a non-English language in his or her family or in his or her daily, non-school surroundings, and who has difficulty, as defined by rule by the state superintendent (Chapter PI – 13, Wisconsin Administrative Code), in performing ordinary class work in English as a result of such limited English language ability.”

**IDENTIFICATION OF BILINGUAL/ESL PROGRAM ELIGIBLE STUDENTS**
Milwaukee Public Schools has a procedure in place for identifying limited English proficient and/or Spanish dominant students to assure that they receive effective and appropriate instructional services to comply with Chapter PI-13.06. The Office of Lau Compliance, as part of the Division of Bilingual Multicultural Education, coordinates Milwaukee Public Schools’ efforts to comply with the Office for Civil Rights, all principals must identify potentially limited English proficient students to the Lau Compliance Office.

**HOME LANGUAGE SURVEY/SCREENING**
Once identified, the student and parents or guardians complete a survey to determine language background, place of birth, previous education, etc. If there is a language other than English in the student’s background, consideration is given as to whether a testing instrument is appropriate and/or as to whether a Bilingual or ESL placement is appropriate (PI – 13.06). The Division Director and/or Curriculum Specialists of the Division are available to assist the Lau Compliance staff with placement and assessment issues. In the absence of either the Division Director and/or Curriculum Specialists, the Bilingual/ESL Supervisor may also assist with this process.

Beginning in the fall of the 2006-2007 school year, Milwaukee Public Schools’ Lau Compliance Office will utilize the W-APT (WIDA ACCESS Placement Test) as a screener tool for appropriate language level and placement. The student is then placed in a Bilingual Education and/or English as a Second Language (ESL) Program based on the limited English proficiency status. Although the W-APT will be the instrument utilized to assess the initial English language skills, the use of the LAS will continue **ONLY** to assess Hispanic students’ Spanish skills in order to determine eligibility for the Bilingual Program. This occurs especially when a student is seeking to either be placed in a Bilingual Education Program beyond the entry grade levels and/or is seeking to return to the Bilingual Education Program once they’ve been out.

For enrollment in the traditional K4 and K5 Bilingual Education Programs, a student must demonstrate oral proficiency in Spanish. The school chosen as First Choice during the Three Choice Selection Period will screen bilingual program K4 and K5 applicants to determine bilingual program eligibility prior to random selection. *An informal questionnaire or short interview in Spanish would be able to determine this.*

The two-way bilingual program model accommodates both English dominant and Spanish dominant students beginning at the K4 or K5 level. The Spanish as a second language model also accommodates English dominant children beginning at the K4 or K5 level. However, for the traditional bilingual program, from first grade on, a student must be assessed by the Lau Compliance office staff to demonstrate proficiency in oral Spanish as well as reading and/or writing Spanish to be eligible for a new bilingual program placement.

*Sample questions for purposes of a Spanish oral interview is available and will be provided upon request.*
2. CLASSIFICATION OF LEP (ELL) STATUS AND PROGRAM PLACEMENT

Initial Designation of LEP Status

All students who are suspected as being an ELL, shall be given the W-APT regardless of linguistic ability (i.e. students who do not understand or speak English would score and be designated as a level 1). The W-APT is an adaptive test of language proficiency. LEP designations will be assigned at an informal level utilizing the W-APT until the formal annual English proficiency assessment is administered.

The definitions of the five limited-English language proficiency levels, as well as a level 6, one of two fully-English language proficiency levels, are from PI 13.08(3)(1)-(6), Wisconsin Administrative Rule. Level 7, the other fully-English language proficiency level, is used for purposes of state reporting/state testing.

These levels and the definitions are as follows:

Level 1 – Entering:
Knows and uses minimal social language and minimal academic language with visual support.

Level 2 – Beginning:
Knows and uses some social English and general academic language with visual support.

Level 3 – Developing:
Knows and uses social English and some specific academic language with visual support.

Level 4 – Expanding:
Knows and uses social English and some technical academic language.

Level 5 – Bridging:
Knows and uses social and academic language working with modified grade level material.

Level 6 – Reaching:
Knows and uses social and academic language at the highest level measured by this test. (This pupil, who was formerly limited-English proficient (English language learner-ELL) will now be considered fully English proficient).

Level 7 – Fully-English Proficient/Never Limited-English Proficient:
The student was never classified as limited-English proficient (ELL) and does not fit the definition of a limited-English proficient (ELL) student outlined in either state or federal law.
3. **PROGRAM PERMISSION/REFUSAL**

Parents or guardians are informed of the Bilingual and English as a Second Language Programs after program eligibility has been determined. A signed permission for program enrollment will be required. A student who meets the criteria is guaranteed a placement in a Bilingual and/or ESL Program.

Limited English proficient students can refuse the Bilingual or ESL Program at the request of their parents or legal guardians. A signed refusal of services will be required for all LEP students who refuse the program at the time of the initial offering and/or at any time they leave the program thereafter. A student who has refused can reenter the program only with the permission of the Bilingual Division Director and/or Curriculum Specialists of the Division after reviewing the student’s school history. A signed permission form will be required each time a student reenters the Bilingual or ESL Program.

4. **RECLASSIFICATION PROCEDURES & ANNUAL ENGLISH LANG. PROF. ASSESS.**

Students will be reclassified according to DPI Guidelines in correlation to the ACCESS English language proficiency test given annually. This annual assessment for English language proficiency to measure growth is a mandate of No Child Left Behind. In Wisconsin this test is the ACCESS, which stands for *Assessing Comprehension and Communication in English State to State for English Language Learners*. This test is a secured test and will only be administered during a window timeframe designated by DPI. Currently that timeframe is December – mid February.

5. **MONITORING STUDENT PROGRESS:**

A student reclassified as non-LEP or non ELL - level 6, can continue receiving first language development and bilingual instruction through a bilingual program. School staff monitors a newly designated non-LEP student’s performance for at least two years from the time of reclassification. A student can also receive first language assistance in content areas as is needed and available.

6. **ANNUAL PARENTAL NOTIFICATION:**

As a requirement of the Title III English Language Acquisition, Language Enhancement, and Academic Achievement Act of the federal Law of No Child Left Behind, each year no later than 30 days after the beginning of the school year, ELL Parental Notification Letters will be mailed out to parents.

These letters will provide much information to parents such: (1) the reasons for identification of their child as LEP (ELL) and placement, (2) the child’s level of English proficiency, (3) the method of instruction used and other methods available including differences in goals, content, and languages used, (4) how the program will meet the educational needs and strengths of the child, (5) how the language program will help in acquiring English and meeting academic standards, (6) parental rights detailing the right to remove child upon request or the option to decline enrollment, program/method of instruction, etc.

7. **LANGUAGE PROFICIENCY INFORMATION:**

Records are kept of each student’s language proficiency test information, program, reading level, date of transition for reading in the first language to reading in the second, grades, attendance, and personal data. There is also a screen on the district’s mainframe computer that indicates pertinent data for any student classified as LEP or English language learner (ELL). School staff can obtain this information from their school’s mainframe computers on the ESIS Program. Additional information specific to each LEP or ELL student is maintained at the school level and at the district-wide warehouse computer system.

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