



Bilingual-Bicultural Plan of Services

Bilingual-Bicultural Program Description

Starting with the 2021-2022 school year, **ALL districts** should submit a **complete** narrative by completing the various narrative screens of this online application. Districts can copy and paste straight text sections of their current narratives to the screens provided. If the space provided is insufficient, submit additional text to the bilingual/ESL education program by uploading the document using the Document Upload feature. **Note: The Upload Feature will be available October 2021.**

After the 2021-2022 school year, narratives should be completed as follows:

A complete narrative should be submitted by **NEW districts** as described above. If the space is insufficient, submit additional text to the bilingual/ESL program by uploading the document using the Document Upload feature. For **continuing** districts, provide **only** a brief summary of any changes to your bilingual-bicultural program in the space provided in each section.

On the corresponding narrative screens, a description of the local bilingual-bicultural program should include the following:

A. Identification and Assessment Process

Describe the criteria and procedures used for identification, placement, and monitoring of progress:

1. **Screening** of native language background other than English;
 - Submit a sample of the *Home Language Survey* if it has been revised in the past year, or if this is the district's first plan of services.
2. **Classification** of English Proficiency into one of five English proficiency (ELP) levels, PI 13.08(1)-(5), Admin. Rule;
 - List any ELP tests the district uses in addition to the WIDA-ACCESS Placement Test™ (W-APT) and ACCESS for ELLs®. Include cut off scores and procedures for administering those tests.
 - List first/native language tests used (if any) and procedures for administering those tests.
3. **Placement** into the appropriate learning experiences; and
4. **Monitoring Pupil Progress**
 - List procedures used to determine pupil improvement in English language ability and readiness to perform ordinary classroomwork in English.
 - Include a copy of the district's policy for reclassification as fully English proficient ("program exit").

Also:

- Describe how qualified personnel of the same linguistic background as the pupil are made available in the assessment process.
- Describe the procedures for monitoring/supporting pupil progress after program exit.

B. Implementation Plans for Preschool, Regular School Year, and Summer School Programs

Approach

- Indicate the **Type of Program** your district has chosen to use by entering a **1** in the box. If you have more than one type of program, rank them in order of program size with number 1 being largest; number 2, second largest; etc.
- Indicate the **Support Delivery Model** your district has chosen to use. *Check all that apply.* If you have more than one type of program, in your narrative, indicate which support delivery model you use for each of your program types.

- Describe the **Instructional Approach(es)** for each language and English language proficiency (ELP) level (1-5).
- Describe how the native language of pupils is used in various subject areas, and the time allotments for both native/home language and English instruction in the program by ELP level and grade grouping. (For grade groupings, use either K-3, 4-8, 9-12 or elementary, middle school, high school.)
- Describe the instructional approach and program for EL pupils who are newly arrived in the U.S. and who have little or no schooling.
- The *Plan of Services* comprises the district's policy for serving EL pupils. Describe the extent to which stakeholders are involved in developing this policy and providing input, including bilingual teachers, ESL teachers, bilingual teacher aides, and parents.

C. Goals, Objectives, Activities, and Evaluation

1. Goals

- Submit a sample of the *Home Language Survey* if it has been revised in the past year.
- Submit a sample of the *Home Language Survey* if this is the district's first plan of services.

2. Program Objectives, Activities, and Evaluation

- List in outline format the program objectives, the activities designed to achieve those objectives and the planned evaluation for each activity.

3. Other Program Components

- Describe any extended learning opportunities provided for EL pupils identified as gifted and talented.
- Describe ethnic displays, cultural sensitivity, and representations of cultural diversity in each school that EL pupils attend.
- Describe how the school district provides adequate, appropriate bilingual/ESL instructional materials for the languages in the district.
- Describe the specific guidelines for identifying EL pupils with special educational needs.
- Describe methods for contracting with other districts or CESAs, if applicable.
- Describe support services available to EL pupils, including counseling, language development, and tutor or mentor programs. Describe how bilingual counseling (if any) is provided to EL students, especially those at ELP levels 1-3, by language, grade grouping. (For grade groupings, use either K-3, 4-8, 9-12 or elementary, middle school, high school.)
- Describe coordination with other special programs in the district such as Migrant Education, Title-I programs, Title-III programs, reading/literacy-based programs, special education, gifted and talented programs, children at risk programs, etc.

D. Caregivers and Caregivers Involvement

- Describe caregiver notification and written approval of placement procedures.
- Translation (oral) and Interpretation (written): Include a description of translation and interpretation services provided, including how and by whom.
- Submit a copy of your caregiver permission form if it has been revised in the past year, or if this is the district's first plan of services.
- Describe how caregivers are notified of their legal right to appeal the district's decision **NOT** to place their child in a bilingual-bicultural program under s. 115.96(5)(b), Wis. Stats.
- Describe the program's Caregiver Involvement Strategies, including a Parent Advisory Committee (if any) and school-home communication procedures.
- Describe how caregivers are notified, in their home language if necessary, of the academic progress of their children, and of any other school information deemed important for English-speaking caregivers to know.
- Describe any systematic and ongoing training the program provides for caregivers and list the specific topics being addressed.

E. Staffing

- Provide the Pupil/Teacher ratio and the Pupil/Staff ratio for your program(s), by language, ELP level, and grade grouping. (For grade groupings, use either K-3, 4-8, 9-12 or elementary, middle school, high school.)
- Describe continuing efforts to recruit bilingual staff.
- Describe methods the local district uses to assure that all staff are appropriately certified.

- Describe systematic, ongoing staff development provided to bilingual/ESL staff, bilingual teacher aides, regular classroom teachers, support staff, and all other school personnel in contact with EL pupils.
- Describe how bilingual counselors are made available for pupils in high school programs.
- If not already on file, submit (as applicable) *A Request for An Exemption* [PI-1849-a] of the requirement to provide bilingual teachers for all programs under s. 115.97(5)(a-b). Provide evidence of a **good faith, continuing effort** to recruit bilingual teachers for the language population being served. (*Reminder: Programs for Spanish speaking EL pupils must provide teachers with bilingual licenses.*)
A copy of this form may be found at: <https://dpi.wi.gov/sites/default/files/imce/forms/pdf/pod1849-a.pdf>

F. Length of School Day to be allotted for the Bilingual-Bicultural Program

- Provide a description of student hours/periods in the program each day by language, ELP level, and grade grouping. (For grade groupings, use either K-3, 4-8, 9-12 or elementary, middle school, high school.)

G. Special Instructional Materials to be used in the Bilingual-Bicultural Program

- Provide a general description and rationale for reimbursable instructional materials and supplies requested under this plan of services.
- Provide a description of the method the district uses to assure that all purchases are, in fact, [approvable expenditures](#).

H. Local Means of Evaluating the Bilingual-Bicultural Program

- Describe methods for monitoring pupil progress which are in place as well as procedures for assuring that all staff are aware of them. Pupils must be assessed for academic progress. (For more information on assessment for EL pupils, see: [DPI EL Policy Handbook](#).)
- Describe methods for monitoring pupils as they move from one proficiency level to the next and how communication between staff about progress is done regularly.
- Include a list of the pupil records kept.
- Describe the comparisons made between EL and non-EL pupils regarding pupil progress, achievement and other indicators of success.
- Describe provisions for conducting follow-up studies on EL pupils who graduate from the district as a means of obtaining program effectiveness information.
- Describe the procedures the district has established for **annually** measuring the **outcomes** and **effectiveness** of the bilingual/ESL program.
- Describe the process for ongoing program improvement and renewal.
- Summarize the most recent program evaluation results, including summaries of assessments of academic progress.

Note: Please submit examples of your evaluation forms, if not already on file at DPI.
