

## **Meeting the Education Needs of English Language Learners (ELL)**

The Board of Education is committed to providing equal educational opportunities to all students, regardless of their linguistic or cultural backgrounds. Pursuant to applicable state law, it is the purpose of this policy to:

- Identify, assess language skills, classify and reclassify Limited-English Proficient students
- Provide for the design of an educational program for LEP students
- Provide support services for LEP students
- Track the academic achievement through regular assessment of LEP students
- Notify parents of LEP students of their progress

The Board of Education will provide each LEP student with an effective instructional program and supportive services appropriate to meet the needs of the student. The Board of Education will also provide each LEP student with full access to supportive services as appropriate to the individual needs of the student. The District will provide programs and services that are sensitive to the cultural background of the LEP students and may include instruction intended to improve the English language skills of such pupils.

An educational program designed for LEP students will be-

1. Appropriate to the needs of LEP students in the District;
2. Consistent with the School District's educational mission and goals, established academic standards and related School District policies; and
3. Realistic to implement in the District using available staff and resources.

### **PROCEDURES FOR TESTING LIMITED-ENGLISH PROFICIENT STUDENTS**

**The following procedures are based on current state rules relating to the testing of Limited-English Proficient students (PI 13 of the Wisconsin Administrative Code) and may need to be revised as changes are made to such state rules.**

#### **A. Assessing English Proficiency**

1. On or before March 1 each year, District staff shall conduct a count of all Limited-English Proficient (LEP) students enrolled in District schools, assess the language proficiency of such students and classify such students by language group, grade level, age and English language proficiency.

2. LEP students or potential LEP students shall be screened or assessed to determine their English language proficiency using a Department of Public Instruction-approved English proficiency assessment instrument. The assessment shall be administered by the principal's designee in each building. The District may also use information, such as the following, when assessing a student's English proficiency: prior academic records from within or outside the United States, information on everyday classroom performance, and course grades which, in relation to student's grade level, indicate that lack of progress is due to limited English language skills.
3. LEP students assessed shall be classified according to their English proficiency level as outlined in state rules and described below.
  - **Level 1 – Beginning Preproduction** if the student does not understand or speak English with the exception of a few isolated words or expressions.
  - **Level 2 – Beginning Production** if all of the following criteria are met: (a) the student understands and speaks conversational English with hesitancy and difficulty, (b) the student understands parts of lessons and simple directions, and (c) the student is at a pre-emergent or emergent level of reading and writing English, significantly below grade level.
  - **Level 3 – Intermediate** if all of the following criteria are met: (a) the student understands and speaks conversational and academic English with decreasing hesitancy and difficulty, (b) the student is post-emergent, developing reading comprehension and writing skills in English, and (c) the student's English literacy skills allow the student to demonstrate academic knowledge in content areas with assistance.
  - **Level 4 – Advanced Intermediate** if all of the following conditions are met: (a) the student understands and speaks conversational English without apparent difficulty, but understands and speaks academic English with some hesitancy, and (b) the student continues to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance.
  - **Level 5 – Advanced** if all of the following conditions are met: (a) the student understands and speaks conversational and academic English well, (b) the student is near proficient in reading, writing and content area skills needed to meet grade level expectations, and (c) the student requires occasional support.
  - **Level 6 – Formerly LEP Now Fully English Proficient** if all of the following criteria are met: (a) the student was formerly limited-English proficient and is now fully English proficient, and (b) the student reads, writes, speaks and comprehends English within the academic classroom setting.

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

B. Assessing Academic Achievement

1. Decisions regarding academic performance assessment shall be made and documented on an individual basis for each LEP student. Assessment decisions shall be made by an appointed ELL team at each school and the building principal. Decisions shall be communicated to the student's parent(s)/guardian(s). All communications to the parent(s)/guardian(s) of the LEP student shall be given in such manner as to provide understanding of the information. They should be provided in English, the parent/guardian's native language or any other means to convey the required information.
2. Decisions regarding ELL student participation in district and state testing programs shall be made on an individual basis in accordance with state law and established district procedures.
3. Student test/alternative assessment results shall be communicated to the student's parent(s)/guardian(s) and to the DPI as required by law.
4. LEP student test results shall be used consistent with District policies when making instructional, promotion and graduation decisions. Test results shall not be used as the sole criterion in exiting LEP students from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for postsecondary education opportunities. Exemption of an LEP student from taking a state-required test may also not be used as the sole criterion for making such determinations.

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