
PROCEDURES FOR TESTING ENGLISH LANGUAGE LEARNER 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 rules.

A. Assessing English Proficiency

1. Each year, District staff shall conduct a count of all limited English-proficient 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. ELL students shall be assessed to determine their English language proficiency using the Department of Public Instruction-approved English proficiency assessment instrument. The assessment shall be administered by the Director of Pupil Services or designee. 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 the student's grade level, indicate that lack of progress is due to limited English language skills.
3. ELL students assessed shall be classified according to their English proficiency level as outlined in state rules and described below.
 - a. **Level 1 – Beginning Preproduction** if the student does not understand or speak English with the exception of a few isolated words or expressions.
 - b. **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.
 - c. **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.
 - d. **Level 4 – Advanced Intermediate** if all of the following 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.
 - e. **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.
 - f. **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.
 - g. **Level 7 – Fully English Proficient/Never Limited English Proficient**
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 ELL 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 ELL student. Assessment decisions shall be made by the Director of Pupil Services or designee, principal and classroom teacher and communicated to the student's parent(s)/guardian. All communications to parents/guardians of ELL students shall be given in such manner as to provide understanding of the information which will also be documented in writing. They should be provided in English, the parent/guardian's native language or any other means to convey the required information.
2. An ELL student may not be exempted from academic assessments based on their ELL status. The District shall administer a state-required test to an ELL student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will

not be a valid and reliable indicator of the student's academic knowledge and skills. If an ELL student is exempted from taking a state-required test, he/she shall be administered a DPI-approved alternative assessment.

- a. Except as specified below, students at English proficiency levels 1 or 2 as outlined above shall participate in an alternative assessment even if they participate in a state-required test.
 - (1) Students at English proficiency levels 1 or 2 who have attended school in first grade or any higher grade in the United States, not including Puerto Rico, for three or more full consecutive school years shall participate in academic assessment of reading or English language arts using tests written in English.
 - b. Students at English proficiency levels 1 through 5 as outlined above shall participate in a state-required test but may also participate in an alternative assessment.
 - c. If an ELL student participates in a state-required test, the District shall provide testing accommodations for the student if they are needed. Any accommodations made shall maintain the validity of the test. Testing accommodations may include, but are not limited to the following: providing the assistance of a qualified translator to translate instructions or read items from tests that do not assess English language competency; providing small group or individual testing opportunities; providing more practice tests or examples before the actual test is administered; allowing ELL students to use dictionaries or other educational aids while taking the test unless this use would invalidate the test; and allowing ELL students as much time as necessary to complete the test.
3. Student test results shall be communicated to the student's parent/guardian and to the DPI as required by law.
 4. ELL 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 ELL 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 ELL student from taking a state-required test may also not be used as the sole criterion for making such determinations.
 5. It is the policy of the Kewaunee School District, pursuant to s.118.13, Wis. Stats., and PI9, that no person, on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability, may be denied admission to any school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extra-curricular, pupil services, recreational, or other program.

An ELL student will be provided educational program assistance and/or services as appropriate and necessary to help the student improve his/her English language skills and academic performance.

C. Reclassification of ELL Student (Exiting). In order for a student to no longer be classified limited English proficient, they will (per ESEA Bulletin No. 07.02):

1. Understand and speak English in relation to the full range of demands of the classroom and the academic language needed to succeed;
2. Read and comprehend English as evidenced by successful classroom performance and average district score on standardized achievement tests;
3. Write English as evidenced by successful classroom performance and average district scores on standardized achievement tests; and
4. Meet or exceed district guidelines in their academic subjects.

In addition, the student:

- is in the fourth grade at a minimum
- has attained an English language proficiency (ELP) advanced level 5
- two or more additional pieces of evidence of ELP must be evaluated and kept on file in the district for two additional years
- parents and teachers agree that the student has reached full English proficiency

In general, when the student scores a Level 6.0 composite score on the ACCESS for ELLs the student is exited from the English Language Proficiency Program.

D. Re-Entry into ELP Program

1. If the need to reverse a reclassification decision occurs, student will be allowed to re-enter a bilingual or ESL program if there is evidence that the reclassification decision was premature (per ESEA Bulletin No. 07.02).

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ENGLISH LANGUAGE LEARNER PROGRAM:
NOTIFICATION OF STUDENT PLACEMENT AND PARENTAL RIGHTS

Dear parents/guardian of **((Student's name))**:

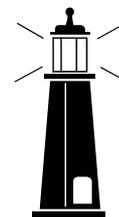
You child will continue receiving English Language Learner [ELL] services during the **2011.2012** school year.

- The reason your child is receiving these services is because according to the *WIDA: ACCESS for ELLs* test that your child took last Winter, your child would benefit from the support to continue developing his or her academic English skills. Also, his or her teacher(s) recommend that your child continue receiving these services.
- According to the *WIDA: ACCESS for ELLs* test, your child is at a level (**ACCESS Composite Score**) in academic English. If you have questions about the *WIDA: ACCESS for ELLs* test, please contact your child's teachers.
- Your child will receive ELL services in the following way(s):
 - Co-taught classes (two or more teachers leading the classes together)
 - Small-group instruction
 - Sheltered Language Arts classes for ELL students
 - Classes to support students in the different core content areas: Math, Language Arts, Social Studies, and Science (at the middle and high schools)
 - Collaboration/co-planning among the student's ELL/classroom and other teachers
 - Monitoring and evaluating the student's academic progress
- Your child's teacher(s) will take into account your child's skills, strengths, and needs to determine the most beneficial ELL services for your child.
- The services offered under the ELL program will help your child meet the grade level standards so he or she can be promoted to the next grade and so he or she can graduate from high school. The support that your child receives facilitates learning the grade-level content while your child learns the necessary academic language to be able to understand and communicate about what he or she is learning through speaking, listening, reading, and writing.
- The requirement for exiting the ELL program is to obtain a level 6- Full English Proficiency- on the *WIDA: ACCESS for ELLs* test. Students who obtain a level 5- Advanced Proficiency- may be considered to exit the ELL program if they independently demonstrate advanced grade-level skills in comparison to English proficient grade-level peers. The expected timeframe for exiting the ELL program is 7-10 years. The average high school graduation rate of Fully English Proficient students is 87.05%.
- If your child has an Individual Education Plan [IEP] the information about his or her academic English language development is included in this plan. The teachers of the students who have IEPs collaborate to meet the objectives included in the IEP.
- If you do not agree with the available services under the ELL program and you do not want your child to receive these services, you have the right to terminate these services immediately. Please contact your child's teacher(s) to sign the Refusal of Services form. Also, you have the right to change the way(s) in which your child receives these services. Please contact your child's teacher(s) to choose appropriate ways to provide services to your child; the teacher will give you another copy of this letter with the new ways your child will receive services checked off. The different ways in which your child can receive services are listed under the third bullet point at the top of this letter.

Thank you very much for your attention to this notification. If you have any questions about the information in this letter, please contact the ELL/Bilingual Teacher, 920-388-2458.

Sincerely,

ELL/Bilingual teacher



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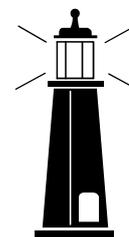
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**PROGRAMA DEL APRENDIZAJE Y ENSEÑANZA DEL IDIOMA INGLES:
AVISO SOBRE LA COLOCACIÓN DEL ESTUDIANTE Y LOS DERECHOS DE LOS PADRES/TUTORES**

Estimados Padres/ Tutores de **((Student's name)):**

Su hijo(a) continuará recibiendo servicios bajo el Programa del Aprendizaje y Enseñanza del Idioma Ingles durante el Año Escolar **2011.2012.**

- La razón por la cual su hijo(a) está recibiendo estos servicios es porque según el examen del desarrollo del idioma ingles *WIDA: ACCESS for ELLs* que tomó el invierno pasado, su hijo(a) aún necesita el apoyo para seguir desarrollando el lenguaje académico en ingles. También, es la recomendación de su(s) maestro(a)(s) que siga recibiendo estos servicios.
- Según el examen *WIDA: ACCESS for ELLs*, su hijo(a) esta al nivel **((ACCESS Composite Score))** en el desarrollo del lenguaje académico en ingles. Si tiene mas preguntas sobre el examen *WIDA: ACCESS for ELLs*, por favor comuníquese con lo(a)(s) maestro(a)(s) de su hijo(a).
- Su hijo(a) va a recibir los servicios del Aprendizaje y Enseñanza del idioma Ingles en la(s) siguiente(s) manera(s):
 - Enseñanza conjunta (dos o más maestro(a)s dando clases junto(a)s)
 - Enseñanza en pequeños grupos
 - Clases de artes lingüísticas para estudiantes que están aprendiendo ingles (al nivel de la escuela superior)
 - Clases para apoyar más a los estudiantes en las diferentes materias como matemáticas, artes lingüísticas, estudios sociales, y ciencias (al nivel de la escuelas intermedias y superior)
 - La colaboración / la planificación conjunta con lo(a)s otro(a)s maestro(a)s de(l) (la) estudiante
 - El monitoreo y la evaluación del progreso académico de(l) (la) estudiante
- Lo(a)s maestro(a)s de su hijo(a) toman en cuenta sus fortalezas, las habilidades, y las necesidades de su hijo(a) para determinar cual(es) manera(s) de los servicios le hará(n) más beneficio.
- Los servicios del programa del Aprendizaje y Enseñanza del Idioma Ingles ayuda a su hijo(a) cumplir con los estándares académicos al nivel de grado para pasar al próximo grado y para poder graduarse de la escuela superior. El apoyo que su hijo(a) recibe facilita el aprendizaje de las materias mientras que su hijo(a) aprenda el lenguaje académico necesario para poder comprender y comunicar sobre lo que esta aprendiendo, por medio del habla, el escuchar, la lectura, y la escritura.
- El requisito para salir del programa del Aprendizaje y Enseñanza del Idioma Ingles es lograr el nivel del 6- Preeficiencia Completa en el Ingles Académico- en el examen *WIDA: ACCESS for ELLs*. También se pueden considerar los estudiantes que lograron el nivel del 5- Preeficiencia Avanzada- para poder salir del programa si pueden independientemente mostrar destrezas avanzadas que se esperan de los compañeros de clases al mismo nivel de grado. Se puede esperar que su hijo(a) logre los requisitos para salir del programa dentro del un total de 7-10 años escolares. El porcentaje de los estudiantes con Preeficiencia Completa en el Ingles (estudiantes bilingües y monolingües) que se gradúan de la escuela superior es 87.05%.
- Si su hijo(a) tiene un Plan de Educación Individual (IEP), la información sobre el nivel del desarrollo del lenguaje académico en ingles se incluye en este plan. Lo(a)s maestro(a)s de los estudiantes que tienen un IEP colaborarán para cumplir con los objetivos del IEP.



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- Si Usted no está de acuerdo con los servicios disponibles bajo el Programa del Aprendizaje y Enseñanza del Idioma Inglés y no quiere que su hijo(a) reciba estos servicios, Usted tiene el derecho de terminar los servicios inmediatamente. Por favor comuníquese con el/la maestro(a) de su hijo(a) para firmar la forma para negar los servicios del programa. También tiene el derecho de cambiar la manera en que su hijo(a) recibe estos servicios. Por favor comuníquese con el/la maestro(a) de su hijo(a) para escoger la(s) manera(s) apropiada(s) para recibir los servicios; el/la maestro(a) le entregará una copia de esta carta con las nuevas opciones de la maneras marcadas en que su hijo(a) va a recibir los servicios. Las diferentes maneras en que puede recibir los servicios su hijo(a) están colocadas bajo la tercera viñeta (el punto bala) al principio de esta carta.

Muchas gracias por su atención a este aviso. Si tiene preguntas sobre la información presentada en esta carta, por favor comuníquese con la Maestra 920-388-2458.