

The Board recognizes that within the district there may be students whose primary language is not English. With that in mind, the board shall provide appropriate services for district students who possess limited or no command of the English language. The purpose of these services will be to help students acquire English language skills that will enable them to function successfully in an all-English classroom and to meet established academic standards.

Limited English proficient (LEP) students shall be identified as part of the school enrollment process. Once LEP students are identified, their English proficiency shall be assessed, and they shall be classified according to their English proficiency level and placed in an appropriate education program.

Specialized instructional materials and techniques designed to teach English to speakers of other languages shall be used in the district. An LEP student or a small group of students may work with a qualified tutor to develop their English language skills. The degree of curriculum and instructional modification, and the type of support services, and their duration shall be determined individually and be based on student need. If a sufficient number of identified LEP students are of the same language group to meet statutory requirements, the Board shall establish and implement a bilingual-bicultural education program as required by state law.

The District shall assess the English proficiency and academic progress of LEP students following legal requirements and established District procedures. Decisions regarding the administration of state-required tests to LEP students shall be made on a case-by-case basis. Testing accommodations may be made based on student needs, provided the validity of the test is maintained. The District shall administer state-required tests to an LEP 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. Any LEP student exempted from taking a state-required test shall be administered an alternative assessment approved by the Department of Public Instruction. The results of both state-required tests and alternate assessments shall be used consistent with District policies in making instructional, promotion, and graduation decisions. Test results may not be used as the sole criterion in re-classifying an LEP student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation, or eligibility for participation in post-secondary 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.

Assessing English Proficiency

1. On or before March 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. LEP 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 ESL teacher or guidance counselor. 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. 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 except for 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 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 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.

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 the ESL teacher or guidance counselor and communicated to the student's parent(s)/guardian(s). All communications to parents/guardians of LEP students shall be given in such a manner as to provide an 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. An LEP student may not be exempted from academic assessments based on their LEP status. The District shall administer a state-required test to an LEP 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 LEP 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 the 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.
 - (2) The District may continue, for no more than two additional consecutive school years, to assess a student described in (1) above with an alternate assessment, rather than the state-required tests. But it may do so only if the District determines that the student has not reached a level of English language proficiency sufficient for the tests written in English to yield valid and reliable information about what the student knows and can do. This determination shall be made on a case-by-case basis.
 - b. Students at English proficiency levels 3 through 5 as outlined above shall participate in a state-required test but may also participate in an alternative assessment.

- c. If an LEP 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 LEP students to use dictionaries or other educational aids while taking the necessary time to complete the test.
3. Student test/alternative assessment results shall be communicated to the student's parent/guardian and to 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 the information. ay also not be used as the sole criterion for making such determinations.

Parents/guardians of LEP students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. These notifications shall be made consistent with legal requirements and in such manner as to ensure that the student's parent/guardian understands them.

LEGAL REFERENCE: Wisconsin Administrative Code PI 19 (No Child Left Behind Act of 2001)

CROSS-REFERENCE: Procedures for Testing Limited-English Proficient Students, Equal Educational Opportunity Policy, School Admissions Policy, Testing Program Policy, Student Promotion Policy, High School Graduation Policy, Parent Involvement Policy

APPROVED: January 13, 2003
REVISED: May 8, 2017
REVIEWED: February 22, 2021