

**CUMBERLAND SCHOOL DISTRICT  
PROGRAMS AND SERVICES FOR ENGLISH LANGUAGE LEARNERS  
342.6**

Cumberland School District shall provide a quality, non-biased program for students who possess limited or no command of the English Language. The purpose of this program is for these students to improve their level of English proficiency, which will enable them to achieve to the best of their abilities in the classroom. In addition, the District wants them to gain the confidence and social skills necessary to succeed in life. The program shall include the following elements: identification of students as English Language Learners (ELL), assessment of the student's English Language Proficiency (ELP), ELL programming structure and ELL program exit/reclassification procedures.

The District believes that four language skills contribute most to the desired proficiency in English language skills for ELL in the classroom: reading, writing, listening and speaking. The development of their language proficiency skills shall be of paramount importance and shall be the most essential element of the programming format. The degree of curriculum modification, the instructional techniques and strategies, the duration and type of program shall be determined individually and be based on student needs.

The language proficiency of ELL students shall be assessed using the Department of Public Instruction approved English proficiency instrument. Students shall be classified by grade level, age, and English Language Proficiency (ELP) level. Personnel shall obtain other pertinent information regarding these students as well.

The results of both state-required tests and alternate assessments shall be used consistent with District policies and state guidelines in making instructional, promotion and graduation decisions, but will not be the sole criterion used.

State requirements will be followed, and precautions shall be taken to avoid exiting these students prematurely from their program. Pre-determined criteria and procedures shall serve as the determining factors for making decisions regarding completion of programs.

If a sufficient number of the ELL students identified at a specific building 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.

**IDENTIFICATION OF STUDENTS AS ENGLISH LANGUAGE LEARNERS (ELL)**

1. When enrolling students new to the District, parents will be asked to complete the Home Language Survey, which includes the following information:
  - a. Place of birth
  - b. First language acquired
  - c. Language other than English spoken in the home
  - d. Number of years of education outside the U.S.
  - e. Number of years of education in the U.S.

2. If there are indications that the student has been sufficiently exposed to a language other than English, then the students will be assessed for an English Language Proficiency (ELP) level using the current screening assessment approved by the state.
3. The ELL teacher will review the screener and recommend appropriate services if the preliminary ELP level is 1-5. Students scoring an ELP of 6 on the initial assessment are considered fluent and shall be monitored for two years.
4. The ELL teacher will communicate with the parents/guardians to review the recommendations and obtain approval.

### **ASSESSMENT OF ENGLISH LANGUAGE PROFICIENCY**

Per Title I, Part A and III, Part A of the ESEA-No Child Left Behind Act of 2001, all ELP assessments must contain four language domains:

- ◆ Listening/understanding
- ◆ Speaking
- ◆ Reading
- ◆ Writing

The ELP Assessments are aligned with Wisconsin's Academic Standards. Students will take the WIDA-ACCESS Test annually until they attain an ELP of 5.5 or above.

### **ELL PROGRAMMING STRUCTURE**

#### **Program Placement**

1. Students scoring an ELP level of 1-5 must be offered services. Parents/guardians must approve or refuse placement of a student in the ELL program by completing the ELL Initial Placement Recommendation form.
2. Regardless of placement choice or level, an ELL teacher file will be created to keep on-going documentation.
3. A student who demonstrates the need for ELL support and meets the criteria may enter or re-enter the ELL program at any time regardless of earlier services received or previous parent/guardian choice.

#### **ELL Educational Programs/Support**

1. ELL students shall receive appropriate support and services so that they can acquire English proficiency and achieve academic standards.
  - a. The type of services provided to the ELL student shall be based upon the individual's ELP level and will be guided by the Individualized Student Record Plan (IRP).
  - b. Educational programs and support services will be consistent with the District's educational mission and goals, established academic standards, and related school district policies.
  - c. Educational programs and support services will be realistic to implement in the District using available staff and resources.

2. Teachers with ELL students shall be responsible for:
  - a. being sensitive to the needs of the ELL students.
  - b. being aware of the ways that ELL students learn.
  - c. differentiating their instruction to match the students' ELP level.
  - d. using a variety of student-centered methodologies such as cooperative or small group learning, thematic instruction, and integrated approaches to content instruction that enhance the context for learning.

#### Grade Placement

1. Elementary/Middle School
  - a. ELL students transferring from other countries will be placed in age-appropriate classes. ELL students transferring from other schools within the U.S. will be placed in grades according to the records received.
2. High School
  - a. ELL students will meet with the ELL Coordinator and guidance counselor to review available transcripts of previous schooling. Based upon these transcripts and the student's ELP, he/she shall be placed in age-appropriate classes with an understanding that the necessary graduation requirements will be fulfilled. It is important that the student and the parents/guardians understand that an extra semester or year may be necessary in order to graduate.

#### Grading/Credits/Promotion

1. Grades, credits, and promotion decisions shall depend on the English Language Proficiency level of the student:
  - a. Level 1 through 4.5 students shall be graded, receive credit, and be promoted on a pass/fail basis with justifying documentation.
  - b. Level 4.5 through 6.0 students shall be graded, receive credit, and be promoted using grade-level or course expectations.

#### **ELL PROGRAMMING EXIT/RECLASSIFICATION PROCEDURES**

In general, when an ELL student scores an ELP level 6 composite score on the WIDA-ACCESS test the student is exited from the ELL program.

However, the District will also consider reclassification of an ELL student as fully English proficient by applying the following criteria and evidence:

#### **REQUIRED CRITERIA**

1. The student is in the fourth grade *at a minimum*.
2. The student has attained an ELP Level 5.5 (Advanced):
  - a. Student understands and speaks conversational and academic English well
  - b. Student is near proficient in reading, writing, and content area skills needed to meet grade level expectations
  - c. Student requires only occasional ELL support

3. Two or more additional pieces of English Language Proficiency must be evaluated and kept on file in the District. See *Evidence of English Language Proficiency*.
4. Parents and teachers agree that the student has reached full English proficiency.

**EVIDENCE OF ENGLISH PROFICIENCY**

The following are examples of evidence that may be used to document that the student has become fully English proficient:

1. District/school writing samples meet or exceed grade level expectations.
2. Student scores 5.5 or above on the Reading section of the WIDA-ACCESS test.
3. Student scores are in the proficient or advanced categories on the Wisconsin Knowledge & Concepts Examination (WKCE) *without* ELL accommodations in all assessed content areas.
4. Student is achieving academically at the age appropriate grade level *without* the use of adapted or modified English materials.
5. Other relevant evidence (e.g., excellent grades, class work, and performance on local assessments).

LEGAL REF:     DPI PI 13  
                  CR 01-069

CROSS REF:    342.5 Title I Policy for special Education Students and English Language  
                  Learner (ELL) Students  
  
                  342.52 Elementary and Secondary Education Act – Accountability Policy

ADOPTED:      December 20, 2010