

Programs and Services for English Language Learners

The Board recognizes that within the district there may be students whose primary language is not English. It shall provide appropriate services for these students who possess limited or no command of the English language. The purposes of these services will be to help students learn English language skills that will enable them to become successful school citizens and lifelong learners and allow them to meet the established academic standards.

An English Language Learner (ELL) shall be identified as part of the school enrollment process. Once ELL students are identified, their English proficiency shall be assessed, and they will be classified according to their English proficiency level and placed in an appropriate program as designated by District standards.

Specialized instructional materials and techniques to teach English to English language learners shall be provided and used in the district. An ELL student or group of students may work with a qualified tutor to develop their English language skills. The degree of curricular and instructional modification, type of support services, and their duration shall be determined individually and be based on student need. If a sufficient number of ELL 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 ELL students in accordance with legal requirements and established District procedures. Decisions regarding the administration of state-required tests shall be made on a case-by-case basis based on state requirements. Testing accommodations may be made based on student needs, provided that the validity of the test is maintained. The District shall administer state-required tests 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. An ELL 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 alternative assessments shall be used consistent with District policies in making instructional, promotion, and graduation decisions. Tests results may not be used as the sole criterion in re-classifying an ELL student from a bilingual-bicultural program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation, or eligibility for participation in postsecondary 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.

Parents/guardians of ELL 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 appropriate manner to ensure that the student's parent/guardian understands them.

Legal References:

Sections 115.96(1) Wisconsin Statutes
115.97

PI 13.07(1)-(5), Wis. Admin. Code
no Child Left Behind Act of 2001 (NCLB).

Title 1, Sections 101, 1001(2), 1112

Title III, Sections 3113, 3115, 3121, 3212, 3213, 3247, 3301, 3302

Title IV of the Civil Rights Act of 1964

Wisconsin Alternate Assessment for English Language Learners:

Guidelines for Educators (2004). Wisconsin Department of Public Instruction.

Date Approved: August 10, 2006