

The School Board recognizes that within the District there are students whose primary language is not English. The Board shall provide appropriate educational and support services for these students to help them acquire English language skills that will enable them to function successfully in an all English classroom and help them meet established academic standards.

The District shall assess the English proficiency and academic progress of English language learners (ELL) in accordance with legal requirements and established District procedures. The degree of curricular and instructional modification, type of support services and their duration shall be determined individually based on student need.

Decisions regarding the administration of state-required tests to ELL students shall be made on a case-by-case basis. Any 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. Test results may not be used as the sole criterion in re-classifying an ELL 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 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.

Parents and 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 such manner as to ensure that the student's parent or guardian understands them.

Students shall be exited from ELL programs or services when they have met the District guidelines and state criteria for English proficiency. Once students have been exited, they shall no longer be tested on their English proficiency or receive state testing accommodations for ELL students. Former ELL students shall be monitored for two years after exiting the program. If during

that time, it is determined that the student was exited from the ELL program prematurely, he/she shall be placed back in the program.

### Legal References:

#### Wisconsin Statutes

<a href="#">Section 115.96</a>	[determining count of limited-English proficient students; establishing bilingual-bicultural programs]
<a href="#">Section 115.97</a>	[bilingual-bicultural programs required]
<a href="#">Section 118.13</a>	[student nondiscrimination]
<a href="#">Section 118.30(2)(b)2</a>	[state assessments; accommodations for limited-English proficient students]
<a href="#">Section 121.02(1)(r)</a>	[school district standard; standardized 3 <sup>rd</sup> grade reading test]
<a href="#">Section 121.02(1)(s)</a>	[school district standard; state assessments]

#### Wisconsin Administrative Code

<a href="#">PI 8.01(2)(r)</a>	[standardized 3 <sup>rd</sup> grade reading test; procedures required for testing LEP students]
<a href="#">PI 13</a>	[school board requirements related to limited-English proficient students, including policy requirements]

#### Federal Laws

[Elementary and Secondary Education Act \[Part A - Subpart 1\]](#) [academic standards, assessments and accountability for student achievement, including limited-English proficient students]

Title III of the Elementary and Secondary Education Act [language instruction for limited English proficient and immigrant students]

#### Federal Regulations

34 C.F.R. §200.6(b) [federal regulations regarding mandated testing and assessment of ELLs]

### Cross References:

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