

The Board of Education 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 educational program. 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 the LEP students identified 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 in accordance with 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 students 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, 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 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 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.

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(s)/guardian(s) understand them.

Legal Reference: WI Statutes 115.95, 115.96(1), 115.97(2)(3)(4)  
PI 13  
WAC  
No Child Left Behind Act of 2001

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