

SERVICES FOR ENGLISH LANGUAGE LEARNERS

The Evansville Community School District Board of Education recognizes that students enrolled in our District may have a primary language other than English. The Board shall provide appropriate services for District students with limited English proficiency in order that they acquire English language skills enabling them to achieve grade level academic standards in all content areas.

Students shall be identified as English Language Learners (ELLs) through a home language survey given upon enrollment. Once ELLs are identified, their English proficiency level shall be determined, and they shall receive services based upon their assessed English proficiency level. This shall be done in accordance with the state requirements and established District procedures.

The degree of modification of grade level curriculum and differentiation of instructional practices for ELLs, the type of support services, and the duration of services shall be determined individually and be based upon student need. ELLs shall be served by English as a Second Language (ESL) teachers. Wherever possible, the student's first language shall be used to support their acquisition of English. If the District enrollment indicates that statutorily determined numbers of ELLs have the same first language, the Board shall establish and implement a bilingual-bicultural education program as required by state law, and students shall be served by a bilingual resource teacher.

English Language Learners shall be assessed to determine their English language proficiency as required by the state. The assessment shall be administered by ESL/bilingual resource teachers trained to administer the assessment. Additional resources may be used to determine an ELL's English language proficiency levels. 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.

The District shall assess the academic progress of ELLs in accordance with legal requirements and established District procedures. Assessment decisions shall be made on an individual basis for each ELL. Testing accommodations may be made based on student needs, provided the validity of the test is maintained. 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 exiting an ELL from a bilingual-bicultural 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 ELL from taking a state-required test may also not be used as the sole criterion for making such determinations.

A District representative will notify parents/guardians of ELLs of student assessment 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 students' parent/guardian understands them.

Legal Ref.: Sections 115.96 Wisconsin Statutes (Establishment of Programs)
115.97 (Bilingual-Bicultural Education Programs Required)
118.13 (Pupil Discrimination Prohibited)
118.30 (Pupil Assessment)

Chapter 115
PI 13 of Wisconsin Administrative Code
No Child Left Behind Act 2001