

Book	Policy Manual
Section	Section 400 - Instruction
Title	Limited English Proficiency
Code	Article 426
Status	Active
Cross References	Article 219 - Specifications For The ESL Teachers

The Sparta Area School District recognizes the importance of providing equal educational opportunities to language minority students. The goal of the district's Limited English Proficient (LEP) Program is to provide students with an opportunity to experience early academic success while learning English as a second language. In addition, the district strives to create a multicultural environment whereby students' appreciation for their own and other cultures is encouraged. Community and parent involvement is pertinent to the effectiveness of the program. The district will work cooperatively with local agencies and community groups that share similar goals.

The district will screen students as part of the enrollment process and identify students and families that would benefit from participating in the LEP program. Students with LEP will be evaluated and classified utilizing a DPI-approved English language proficiency assessment instrument.

An LEP student will be provided educational program assistance and/or services as appropriate and necessary to help the student improve his/her English language skills and academic performance. The degree of curricular and instructional modification, type of support services and their duration shall be determined individually and be based on student need. This will include supporting teachers in the integration of LEP students into the classroom setting. LEP students in grades K-3 will be encouraged to attend an elementary building designated as the district LEP center.

On or before March 1 of each year, district staff shall conduct a count of all limited English proficient students enrolled in district schools, assess the language proficiency of such students and classify such students by language group, grade level, age and English language proficiency.

Decisions regarding the administration of state-required tests to LEP students shall be made on a case-by-case basis. 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 as needed, 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 alternate 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 postsecondary 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/guardian understands them.

Legal Reference: Wisconsin Administrative Code P.I 13.05

Cross Reference: Article 219 Specifications of the ESL Teacher

Adopted: August 23, 2005

Revised: