

## **SCHOOL DISTRICT OF MAYVILLE**

342.6

### **ENGLISH AS A SECOND LANGUAGE**

The Board of Education recognizes that within the District there are 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.

All newly enrolled students (including transfer students) will be given a home language survey during the enrollment process to identify potential limited English proficient (LEP) students. Once LEP students are identified, their English language proficiency shall be assessed, they will be classified according to their language group, grade level and English proficiency level and placed in an appropriate educational program. This shall be done in accordance with state requirements and established District procedures.

Each LEP student will be enrolled in the mainstream program to the extent possible and integrated into regular activities. The District will accommodate LEP students within the classroom based on student needs. This determination will be made on an individual basis.

The District shall assess the 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 student needs, provided the validity of the test is maintained. 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 a LEP student from taking a state-required test may also not be used as the sole criterion for making such determinations.

The District believes that high standards are of utmost importance, but also believes that reasonable and flexible grading policies must exist for LEP students. A reasonable grading policy will include: (1) pass/fail grades for students at English proficiency levels one, two, three and four, and (2) grading students against their own progress at all levels above proficiency level four, while still providing adequate support to ensure success

Parents/guardians of LEP students shall be notified of student assessment arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. Communications to parents/guardians of LEP students will be provided in English, the parent/guardian's native language or any other means necessary to convey the essential information.

LEGAL REF.: Sections 115.96      Wisconsin Statutes  
                          115.97  
                          118.13  
                          118.30

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

CROSS REF.: 342.6-Rule, Procedures for Assessing Limited English Proficient Students  
                  342.4, Programs for Disadvantaged Students (Title I)  
                  345.1, Grading Systems  
                  345.4, Promotion and Retention (Elementary and Middle School)  
                  345.6, Graduation Requirements  
                  346, Testing Programs  
                  411, Equal Educational Opportunities  
                  420, School Admissions

APPROVED:      November 20, 2006

ADOPTED:      December 18, 2006

REVIEWED:

REVISED:

Signatures of School Board Members:

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