

## MIDDLETON-CROSS PLAINS AREA SCHOOL DISTRICT

### Administrative Policy and Procedure Manual

342.7

#### SERVICES FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY/BILINGUAL LEARNING

##### **Policy**

The District shall provide appropriate programs and services for students enrolled in District schools who possess limited English proficiency. The purpose of these programs and services will be to help students acquire English language skills that will enable them to benefit from the instructional program at the Middleton-Cross Plains Area School District and to meet established academic standards.

Students with English language learning (ELL) needs shall be identified as part of the school enrollment process or upon subsequent screening. Once assessed/identified they shall be classified according to their English proficiency level and placed in an appropriate educational program. Specialized instructional materials and techniques designed to teach English to speakers of other languages shall be used in the District. The degree of curricular and instructional modification and accommodation, type of supportive services and their duration shall be individually determined based on student needs. Students with ELL needs shall be provided with full access to supportive services available to other students in the District. If a sufficient number of the ELL students are identified of the same language group a bilingual-bicultural education program may be offered. Once state requirements are met, these programs are provided as required by State Law.

Students shall be assessed in accordance with legal requirements and established District procedures. Decisions regarding the administration of statewide assessments to students with English language learning needs, including any testing accommodations, shall be made according to State regulations on a case-by-case basis. The results of statewide assessments and alternate assessments shall be used consistent with District policies in making instructional, promotion and graduation decisions. Assessment results may not be used as the sole criterion in re-classifying a student with English language learning needs 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.

Parents/guardians of students with English language learning needs shall be notified of the student's assessments and of educational programs and services available to help their children improve their English language skills and academic achievement. This notification shall be provided in the parent/guardian's native language to the extent possible. Parents will be provided a copy of their child's Plan of Service. Plans of Service will be made/or reviewed on an annual basis. Parents will be notified when and if changes are made to these plans also.

##### **Procedure**

Enrollment Procedure:

1. All new students are required to register at the district office. All families are asked to provide proof of residency and complete a student enrollment form for each student. The registrar's office will review the "student enrollment form" to help determine if language assessments are necessary. This will be accomplished by a trigger question on the enrollment form, "is a language other than English spoken in the home"?

2. Questions on the Student Enrollment Form will determine the need for further testing. Families with languages other than English spoken in the home will complete a Home Language Survey. The Home Language Survey is designed to identify students who communicate in a language other than English; or whose family uses a primary language other than English in the home or in daily non-school surroundings.

Having another language spoken in the home or in another setting is not an automatic identification of a student as having an English language learning need. Academic history should also be thoroughly assessed.

Students with limited English language skills who have recently arrived in the United States, or who are potential students with English language learning needs should be formally screened using a designated Wisconsin Department of Public Instruction approved instrument to determine if a need for a language instruction educational program exists. If the student's composite proficiency level on the W-APT is less than six, the student will be identified as an ELL.

- 3 The District has a strong preference that all students attend their neighborhood school. For those students with a native language for whom a bilingual program is requested but not available in their home school, the student will be allowed to request alternate school assignment to a school with a bilingual program in that language. School assignment will be made by the district based upon overall school enrollment, current enrollment in the bilingual program, and proximity to the neighborhood school.
4. If one or more siblings receive programming at the school, the entire family may choose to attend the program school.
5. Once a student attends a program school, the student may continue at that school as long as those services are required. Parents may request continuation at a program school (when services are no longer required), but the parent will be responsible for providing transportation to and from school.

#### Programming and Progress Monitoring:

1. ELL and Bilingual teachers provide support for the student under a variety of service models. Services are defined in the Plan of Service and require parental consent before being provided.
2. In addition to outlining services, the Plan of Service provides the specific individual accommodations and modifications that will be available for the student. These may include: use of visual supports, focus on background knowledge and experiences, providing multilingual instruction, alternate or modified assignments, modified grading or testing accommodations. Accommodations for state-wide assessments must be in accordance with state regulations regarding allowable assessment accommodations and must be documented in the Plan of Service.
3. ELL/Bilingual teachers and general education teachers will monitor student progress. Staff will meet with parents and students when performance expectations are not being met. The plan for accommodations and modifications will be reviewed and a determination of the need for revisions or changes will be made on an annual basis.

4. If a student is suspected of having an exceptional educational need, a screening by the ELL/Bilingual education staff, in collaboration with building specialists, will be completed. This assessment will include an effort to determine whether the special education evaluation should be provided in the student's primary language. All required evaluation policies and procedures for conducting evaluations under the Individuals with Disabilities Education Act (IDEA) apply. A consideration in determining eligibility for special education services will be prior interventions, including bilingual/ELL services. A refusal to receive bilingual/ELL services may be an exclusionary factor to eligibility for special education services.

LEGAL REF.: Sections 115.95 Wisconsin Statutes  
115.96  
115.97  
118.13  
118.30  
PI 8.01(2)(r), Wisconsin Administrative Code  
PI 13  
No Child Left Behind Act of 2001

CROSS REF.: 310, Philosophy of Educational Programs, Instruction and Materials  
342.11, Special Education Evaluation  
342.4, Title I Programs for Disadvantaged Students  
345.1, Evaluation of Student Achievement  
345.2, Student Progress Reporting  
345.4, Grade Acceleration and Retention  
345.41, Fourth and Eighth Grade Promotion  
345.6, Graduation Requirements  
346, Assessment Program  
411, Equal Educational Opportunities  
420, School Admissions  
422.1, Admission of Foreign Exchange Students  
Special Education Policy and Procedure Manual

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