

**Identification and Entry**

Students with limited English proficiency shall be identified as English Language Learners (ELL) as part of the school enrollment process. Once ELL students are identified, their English proficiency shall be assessed, they shall be classified according to their English proficiency level, and they shall be provided appropriate educational support or services. The Tri-County Area School District is aware that second-language acquisition, which allows ELL students to learn academic content using English, may take between five and ten years. It is understood that this time frame can also be impacted by the student's previous educational and social experiences.

**Support, Services, and Programming**

The degree of curricular and instructional modification, as well as the type of support services and their duration, shall be determined individually and be based on student need. An ELL student or a small group of students may work with a qualified tutor to develop their English language skills. The design of the support and services will be flexible each year according to the numbers and levels of students enrolled at each building in the District. If a sufficient number of the ELL students identified at a specific building 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.

**Testing and Assessments**

The District shall assess the English proficiency and academic progress of ELL students in accordance with legal requirements and established District procedures. Decisions regarding the administration of state-required tests to ELL 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.

The results of state-required tests 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 ELL student or in determining grade promotion, eligibility for courses or programs, eligibility for graduation, or eligibility for participation in postsecondary education opportunities. Exemption of an ELL student from taking a state-required test may also not be used as the sole criterion for making such determinations.

### **Parental Communication**

Parents/guardians of ELL students shall be notified of student testing arrangements as well as educational support or services provided to help their child(ren) improve 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.

### **Exit and Reclassification**

In general, when a student scores a Level 6.0 composite score on the *ACCESS for ELLs* the student is exited from English language proficiency support. However, reclassification of an ELL student as fully English proficient may also occur if the following criteria are satisfied:

- (a) The student is in the fourth grade at a *minimum*.
- (b) The student has attained an English proficiency Level 5\*.
- (c) Two or more additional pieces of evidence of English language proficiency must be evaluated and kept on file in the District, such as:
  - a. The student has passing grades in all content areas (reading, language, math, science, and social studies) and is achieving academically at their age appropriate grade level without the use of adapted or modified English materials.
  - b. The student scores a Level 5.0 or above on the Reading section of the *ACCESS for ELLs*.
  - c. Other relevant evidence (e.g., excellent grades, class work, and performance on local assessments) may be considered.
- (d) The parent(s), teacher(s), and principal agree that the student has reached full English proficiency. Parents *must* be a part of the exit decision; other pertinent school team members may be included. A student may also be removed from the ELL services or support at the request of the parent and will be documented.

Even though a student may be eligible for removal from any ELL support, the student's academic progress will be monitored for two years following his/her "exit", and ELL accommodations may be reinstated if evidence indicates that reclassification was premature.

### **Monitoring and Adjusting**

Annually, the district ELL Committee will meet to monitor the identification, progress, and reclassification of students, as well as communication with parents.

Code #342.62AR, English Language Learners continued...

\* English Proficiency LEVEL 5 - ADVANCED where the pupil:

- (a) understands and speaks conversational and academic English well,
- (b) is near proficient in reading, writing, and content area skills needed to meet grade level expectations, and
- (c) requires only occasional LEP support.

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