

English as a Second Language

The District shall provide an English language program to assist English learners, including immigrant children and youth, to attain English proficiency, develop high levels of academic achievement in English, and achieve the same high standards in the same challenging state academic standards that all students in the District are expected to meet.

The Superintendent/designee, through consultation with teachers, researchers, administrators, parents and family members, community members, public or private entities, and institutions of higher learning shall direct the development of English language instruction educational program guidelines for the District:

- *Survey of Primary and Home Language* - At the time of initial enrollment, the parent/guardian of every student in the school (whether potential English learners or not) shall be asked to complete a ~~Family Data Sheet that includes a cell to indicate the~~ home language survey.
- *Annual Assessment of Proficiency* – Students whose primary or home language is other than English shall be administered an initial English language proficiency assessment to determine whether they are limited English language proficient according to the federal definition in ESSA, Title III.

Students identified as English learners shall receive an annual assessment of English language proficiency in reading, writing, speaking, and listening to measure progress and modify the individual Program Services Plan.

- *Individual Program Services Plan* – Assessment, placement, and the design of an individual Program Services Plan for English learners shall be made in compliance with appropriate state and federal education requirements.

Instructional and related services shall be designed to meet the English language and academic needs of students while assisting them to participate in the general education curriculum and to overcome language barriers to grade promotion or high school graduation. Students identified as English learners shall be provided the opportunity to participate in the school's language instructional program.

- *Parental Notification* – As required by law, the Principal shall send written notification to parents of English learners addressing the following:
 - (a) Student's need for placement in the program;
 - (b) Student's level of English proficiency;
 - (c) How such level was assessed;
 - (d) Methods of instruction used in the program;
 - (e) Student's lack of progress in the program;
 - (f) How the program will meet the individual learning needs of the student;
 - (g) How the program will help the student learn English;
 - (h) How the program will help the student meet achievement standards necessary for grade promotion and high school graduation;
 - (i) Specific exit requirements for students in the program;

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- *Parental Notification* (continued)
 - (h) How such program meets the objectives of the individualized education program of the child (in the case of a child with a disability); and
 - (i) Information pertaining to parental rights that;
 - 1. detail the right to have their child immediately removed from such program;
 - 2. detail the option to decline enrollment of their child in such program or to choose another program or method of instruction if available; and
 - 3. assist parents in selection among various programs and methods of instruction if more than one (1) program is offered.

This notification shall be sent as follows:

- a. For students already participating in, or identified for participation in, a program for English learning, parents shall be notified no later than thirty (30) calendar days after the beginning of the school year;
- b. For students identified after the beginning of the school year, parents shall be notified no later than fourteen (14) calendar days following the student's placement in the program.

Parents also shall be informed how they can be involved, including how to help the student attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State's academic achievement (content and performance) standards.

Parents shall receive annual notification of their child's progress on the state's English proficiency objectives and required state assessments.

- *Parental, Family and Community Participation* – Parents, family, and community members of English learner children shall be given the opportunity to participate in and make recommendations for the District's language instruction educational programs.
- *Provision of Services* – Once their parent/guardian has received notification, English learners shall be provided services consistent with effective language instruction educational programs and curricular for teaching English learners, guidelines set out in the *Kentucky Academic Standards*, and national, state, and local standards for English language proficiency and academic performance.

Services necessary for the student to access and be involved in the general education curriculum shall be provided by certified general education teachers and English as a Second Language staff, trained bilingual instructional assistants, and/or volunteers.

- *Assessments* – English learners who have not attained English language proficiency, shall be assessed during state-wide testing in a valid, reliable manner and provided appropriate accommodations including, to the extent practicable, assessments in the language and form most likely to yield accurate data regarding student knowledge and ability in academic content areas.

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- *Evaluation of Progress* – English language instructional ~~educational~~ programs shall be evaluated on a regularly scheduled basis to determine whether progress is being made toward removing language barriers and to identify changes that need to be made in District program services. District staff shall monitor program participants' access to equal educational opportunities, both instructional and extracurricular.
- *Program Exit Criteria* – The program guidelines shall include an evaluation process that includes establishment of objective exit criteria to indicate when students:
 - (a) Have developed the required proficiency in using English to speak, listen, read, and write with comprehension;
 - (b) Can enter and successfully participate in classrooms not tailored for English learners; and
 - (c) Can expect to graduate from high school.

REFERENCES:

P. L. 114-95 (Every Student Succeeds Act of 2015); Title III
Title VI of the Civil Rights Act of 1964; Equal Educational Opportunities Act of 1974
Title VII of Improving America's Schools Act of 1994
703 KAR 5:070; 704 KAR 3:305; Kentucky Academic Standards
Lau v. Nichols, 414 U.S. 563, 94 S.Ct. 786, 39 L.Ed.2d 1 (1974)
20 U.S.C. § 6318

RELATED POLICIES:

02.4241; 09.13
09.126 (re requirements/exceptions for students from military families)