

ENGLISH LEARNERS

The Board recognizes the need to provide equal educational opportunities for all students in the District. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the District, the District shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs. Students in a language minority or who are English learners are identified, assessed and provided appropriate services.

The Board directs the administration to develop and implement instruction programs that:

1. appropriately identify language minority students;
2. provide the appropriate instruction to English learner students to assist them in gaining English language proficiency, as well as content knowledge, in reading/language arts and mathematics and
3. annually assess the English proficiency of students and monitor their progress in order to determine their readiness for the mainstream classroom environment.

The District requires all English learner students to be tested. Alternative assessments may be required. Students must make yearly gains towards closing the achievement gap as defined by the State Board of Education performance targets.

The District provides parents with notice of and information regarding the instructional program as required by law. Parent and family involvement is encouraged and parents are regularly apprised of their child's progress.

Adoption date: May 22, 2018

LEGAL REFS.: 42USC 2000d
 The Elementary and Secondary Education Act; 20 U.S.C. 1221 et seq.
 34 CFR 200
 ORC 3301.0711
 3302.01; 3302.03
 3313.61; 3313.611; 3313.612
 3317.03
 3331.04
 OAC 3301-35-04; 3301-35-06; 3301-35-07

CROSS REFS.: AC, Nondiscrimination
 IE, Organization of Facilities for Instruction
 IGBJ, Title I Programs
 IGBL, Parent and Family Involvement in Education
 JB, Equal Educational Opportunities
 JK, Employment of Students