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## LIMITED ENGLISH PROFICIENCY STUDENTS

### Policy

It is the policy of the Board to ensure that national origin minority students with limited-English proficiency (LEP) have meaningful access to school programs.

### Implementation

The Superintendent or his or her designee shall be responsible for implementing procedures to comply with federal and state laws which define standards for serving LEP students. Procedures will be established to:

1. Identify and assess all students whose primary language is not English, and who, therefore, have or may have difficulty performing ordinary class work in English and who cannot learn as well or achieve on parity with pupils whose primary language is English.
2. Design or adopt LEP instructional programs recognized as sound by experts in the field, or considered legitimate experimental strategies. Instructional programs should be aimed at helping LEP students develop English language skills of comprehension, speaking, reading and writing necessary for learning and achieving in English-only instruction at a level substantially equivalent to pupils whose primary language is English.
3. Maintain adequate records of the educational level and progress of each child identified as in need of LEP programs, and make those records available to appropriate staff members and parents or legal guardians.
4. Objectively assess the progress of LEP students in order to determine when reclassification or transfer to fully English proficient programs is appropriate. Standards for exit from LEP programs should be objectively based and should be designed to determine whether LEP students are able to read, write and comprehend English well enough to participate meaningfully in the School District's programs.
5. Monitor reclassified students' academic achievement to determine whether reclassified students are able to succeed all-English programs based on their English language proficiency. Monitoring of newly reclassified students should take place periodically to insure that the ongoing needs of non-English language background students are addressed.
6. Evaluate LEP programs periodically and made modifications when necessary.
7. Assure staff have appropriate training to implement LEP programs.

Legal Reference(s): 42 U.S.C. 2000 d et seq. (Title VI of t Civil Rights Act of 1964)  
34 C.F.R. Part 100  
9 V.S.A. 4502 (Discrimination, public accommodations)  
Vermont State Board of Education Manual of Rules and Procedures 1250