New INSTRUCTIONAL SERVICES FOR LIMITED ENGLISH PROFICIENCY STUDENTS ENGLISH LEARNERS

The board believes that all students, including those identified as English Learners (ELs), should receive a high quality education within the district. As such, LEP EL (English Learner) students will be identified, have meaningful access to school programs, attain English proficiency, develop high levels of academic achievement in English, and meet the student achievement standards.

The term “ELs” “LEP students” refers to linguistically and culturally diverse students learners who are identified as still in the process of acquiring English as an additional language. These students who may not speak English at all or, at least, do not speak, understand, and write English with the same skill as their classmates because they did not grow up speaking English.

LEP ELs students who are able to demonstrate that they are proficient in all domains of English (speaking, listening, reading & writing) can read, write, and comprehend English well enough to participate meaningfully in the district’s programs, as assessed by the district using the state approved language proficiency assessment, will be exited from EL services reclassified. The district will periodically monitor newly exited reclassified students for four years to ensure they that students continue making progress.

Compliance

The superintendent or his/her designee will be responsible for implementing procedures to comply with federal and state laws. Procedures will be established to do the following:

- Identify and assess all students whose primary or home language is not English to determine appropriate placement and services, and therefore, have or may have difficulty performing ordinary class work in English.
- Offer an educational program to ELs based on a sound educational approach to encourage English language and academic development.
- Maintain adequate records of the educational level and progress of each child identified as a candidate for EL LEP services and make those records available to appropriate staff members and parents/legal guardians.
- Inform EL parents/guardians about all school and district issues of significance in a language they understand and meaningfully include them in the culture of the school and district.
- Objectively assess the progress of EL LEP students in order to determine appropriate services. When reclassification or transfer to fully English proficient programs is appropriate. Standards for exit exiting from EL LEP services should be objectively based on federal and state guidelines to ensure and should be designed to determine whether EL LEP students are able to read, write, and comprehend English proficiency is adequate well enough to participate meaningfully without such services.
Monitor exited reclassified students' academic achievement to determine whether exited reclassified students are able to succeed in all English programs based on their English language proficiency.

- Develop a procedure to periodically evaluate and revise the EL program as necessary.

Assessment

A home language survey must be administered to all EL students. Based on the information in the survey, schools must give a standardized language assessment to potential LEP EL and migrant students to determine needs and provide alternative language program services.

LEP EL students will be placed with age appropriate peers students of the same age. Classroom teachers will modify and accommodate instruction, assignments, assessments and grades to meet the individual needs of such students.

An LEP EL student will be advanced along with his/her peers unless there is compelling evidence that language was not a factor in considering retention. Evidence that the student was held back for factors other than English proficiency.

LEP EL students are eligible to participate in all age-appropriate school programs and to receive all available services.

EL Students will be monitored for four at least two years after students have exited alternative language services. Such services may be reinstated as necessary.

Parents/ Legal guardians may contact the South Carolina Department of Education to file a complaint if they believe their children have been denied educational opportunities due to their English-speaking status.

Cf. IHBA, JFAA, JH, JRA

Adopted ^

Legal References:

A. Federal Law:
   2. Title IV of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000c, et seq. - Prohibits discrimination on the basis of race, color, or national origin, among other factors, by public elementary and secondary schools.
3. Title VI of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000d - No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

B. S. C. Code, 1976, as amended:
   1. Section 59-63-40 - Discrimination on account of race, creed, color, or national origin prohibited.

C. Federal Cases: