

1 **Charlo School District**

2
3 **INSTRUCTION**

2500
page 1 of 2

4
5 Limited English Proficiency Program

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7 In accordance with the Board's philosophy to provide a quality educational program to all
8 students, the District shall provide an appropriate planned instructional program for identified
9 students whose dominant language is not English. The purpose of the program is to increase the
10 English proficiency of eligible students, so they can attain academic success. Students who have
11 limited English proficiency (LEP) will be identified, assessed, and provided appropriate services.

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13 The Board shall adopt a program of educational services for each student whose dominant
14 language is not English. The program shall include bilingual/bicultural or English as a second
15 language instruction.

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17 The Superintendent or his/her designee shall implement and supervise an LEP program which
18 ensures appropriate LEP instruction and complies with applicable laws and regulations.

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20 The Superintendent or his/her designee, in conjunction with appropriate stakeholders, shall
21 develop and disseminate written procedures regarding the LEP program, including:

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23 1. Program goals.
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25 2. Student enrollment procedures.
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27 3. Assessment procedures for program entrance, measurement of progress, and program exit.
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29 4. Classroom accommodations.
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31 5. Grading policies.
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33 6. List of resources, including support agencies and interpreters.
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35 The District shall establish procedures for identifying students whose language is not English.
36 For students whose dominant language is not English, assessment of the student's English
37 proficiency level must be completed to determine the need for English as a Second Language
38 instruction.

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40 Students whose dominant language is not English should be enrolled in the District, upon proof
41 of residency and other legal requirements. Students shall have access to and be encouraged to
42 participate in all academic and extracurricular activities of the District.

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44 Students participating in LEP programs shall be required, with accommodations, to meet
45 established academic standards and graduation requirements adopted by the Board.

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The LEP program shall be designed to provide instruction which meets each student's individual needs based on the assessment of English proficiency in listening, speaking, reading, and writing. Adequate content-area support shall be provided while the student is learning English, to assure achievement of academic standards.

The LEP program shall be evaluated for effectiveness as required, based on the attainment of English proficiency, and shall be revised when necessary.

At the beginning of each school year, the District shall notify parents of students qualifying for LEP programs about the instructional program and parental options, as required by law. Parents will be regularly apprised of their student's progress. Whenever possible, communications with parents shall be in the language understood by the parents.

The District shall maintain an effective means of outreach to encourage parental involvement in the education of their children.

Legal Reference: Title VI, Civil Rights Act of 1964
Equal Education Opportunities Act as an amendment to the Education Amendments of 1974 Bilingual Education Act
20 U.S.C. §§ 7401, et seq., as amended by the English Language Acquisition, Language Enhancement, and Academic Achievement Act
Title III, §§ 3001-3304 of HRI, No Child Left Behind Act of 2001, P.L. 107-110

Policy History:

Adopted on:

Revised on: