DICKSON COUNTY BOARD OF EDUCATION

Monitoring: Review: Annually, in November	Descriptor Term: English Learners	Descriptor Code: 4.207	Issued Date: 6-30-17
		Rescinds: 4.207	Issued: 4-26-12

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 provide the student equal access to its programs. Students who are English Learners (EL) shall be identified, assessed and provided appropriate services. No child will be admitted to or excluded from any program or extra-curricular activity based solely on surname or EL status.¹

The director of schools shall evaluate the effectiveness of the district's language assistance programs to ensure EL students will acquire English proficiency and the ability to participate in the standard instructional program within a reasonable period of time.

ENGLISH LANGUAGE INSTRUCTION PROGRAM

The Board directs the administration to develop and implement language instruction programs that:²

1. Appropriately identify EL students in a timely, valid and reliable manner.

2. The building administrator shall ensure that all new and currently enrolled students complete the Home Language Survey.

3. Determine the appropriate instructional environment for EL students.

4. Provide EL students with a language assistance program that is educationally sound and proven successful.

5. Annually assess the English Proficiency of EL student sand monitor the Progress of students in order to determine their readiness for standard instructional program.

6. Monitor the progress of students that have exited the EL program.

PARENTAL NOTIFICATION³

Parents of EL Students shall be given notice of , and information regarding, the instructional program within the first thirty (30) days of the school year, or with in the first two weeks of a student being placed in a language instruction educational program (LIEP). At a minimum, the notice will include the following:

¹ Elementary and Secondary Education Act, as amended by ESSA (Pub. L. 114-95),§ 1112(e)(3)(D)

² Elementary and Secondary Education Act, as amended by ESSA (Pub. L. 114-95),§ 3113(b)(3)(B)

³ Elementary and Secondary Education Act, as amended by ESSA (Pub. L. 114-95),§ 1112(e)(3)(A)

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2	1.	The reason for identifying the child as an EL student;		
3				
4	2.	The child's level of English language proficiency, including how the level was assessed,		
5		and the status of the child's academic achievement;		
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7	3.	Methods of instruction used in the program, methods of instruction in other available		
8		programs, and how they differ;		
9				
10	4.	How the program meets the educational strengths and needs of the student, and how the		
11		program will help the student reach English language proficiency and meet academic		
12		standards;		
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14	5.	Program exit requirements, rate of transition to a standard instructional program		
15		classroom, and expected rate of high school graduation;		
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17	6.	How the program meets the goals of an EL student with an IEP; and		
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19	7.	Information on the parents' right to withdraw the student from the program or choose		
20		another program or method of instruction if available.		
21				
22		tal involvement will be encouraged and parents will be regularly apprised of their child's		
23	3 progress. ⁴			

⁴ Elementary and Secondary Education Act, as amended by ESSA (Pub. L. 114-95),§ 1112(e)(3)(C)