

## COLCHESTER SCHOOL DISTRICT

### **POLICY: STUDENTS WHO ARE ENGLISH LEARNERS**

**DATE ADOPTED:** April 17, 2018

### **POLICY STATEMENT**

The School Board recognizes that students with non-English language backgrounds bring diverse cultural, educational, and linguistic background experiences to our schools. The Colchester School District enrolls all students residing in Colchester, without regard to their or their parents' actual or perceived citizenship status. The District has an obligation to identify the English learners in our system and provide them with equal educational opportunities.

It is the policy of the Colchester School District to ensure that all students who are English learners receive the supports and services necessary to provide them an equal and meaningful opportunity to participate in the District's educational programs and services. This includes but is not limited to services from appropriately trained and experienced staff for consistent identification, appropriate assessment, and effective programming that supports progress toward English language proficiency and evaluation of and accountability for student progress toward English proficiency.

### **I. DEFINITIONS AND COMMONLY USED ACRONYMS**

For purposes of this policy, the term English Learner (EL) is defined as a student with a home language other than English and who has limited English language proficiency based on results from an English language proficiency assessment approved by the state of Vermont.

Historically, a variety of terms have been used to describe EL students. The term EL is inclusive of students who fall into all of these categories.

- A. English as a Second Language (ESL)
- B. English Language Learner (ELL)
- C. Limited English Proficiency (LEP)

### **II. IMPLEMENTATION**

The Superintendent or their designee will develop and maintain an English Language Program which complies with state and federal laws. This program will be periodically evaluated to make modifications when necessary. The EL Program will be adequately staffed with licensed personnel who have regular access to further professional training in order to implement EL programming. The Superintendent or their designee will develop procedures relating to EL students, including those established to:

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- A.** Administer state required EL assessments in order to identify and assesses students whose primary language is not English, and are in need of language assistance, in a timely, valid and reliable manner.
- B.** Refer EL students with suspected disabilities to special education or a 504 team for disability-related identification, evaluation, and where indicated, services, and provide language support in evaluation, programming, and service delivery.
- C.** Evaluate and monitor EL students for progress toward English language proficiency and grade level content. Maintain records of progress and make records available to appropriate staff and to EL students' parents.
- D.** Objectively assess the progress of EL students in order to track and respond to the results of EL services, to ensure that language barriers are being overcome within a reasonable period of time, and to determine when transfer to fully English proficient programs is appropriate. Exit standards should be objectively based and should be designed to determine whether EL students are able to read, write, and comprehend English well enough to participate meaningfully in the district's programs.
- E.** Monitor EL students after they exit EL services, to ensure that they did not exit prematurely.
- F.** Provide support to meet the educational needs of an EL student if the student opts not to participate in offered EL services.
- G.** Ensure that EL students will be provided equal opportunity for participation in curricular and co-curricular activities, including core curriculum, graduation requirements, specialized and advanced courses and programs, sports and clubs. No student shall be excluded from, or not be admitted to, any CSD program on the basis of their English language proficiency.
- H.** Ensure that EL programming is designed to avoid unnecessary separation of EL students from the general student body. The District will take appropriate affirmative steps to rectify the English language deficiency in order to open the educational programs to these students.
- I.** Ensure that there is ongoing meaningful communication with all EL parents in a language they can understand. The District provides translation services for families to support access to their child's educational program.