
WALDEN SCHOOL BOARD POLICY
LIMITED ENGLISH PROFICIENCY STUDENTS

Prepared for 1st reading: 7/27/98
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Copies to: ___ Principal: ___ School Library: ___ Board Members: ___ CCSU: ___ Town Clerk: ___ Town Library: ___

It is the intent of the board to ensure the national origin minority students with limited-English proficiency (LEP students) have meaningful access to school programs. 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 other than English, and who therefore have or may have difficulty performing ordinary classwork in English, and who can not learn or achieve on parity with pupils whose primary languages English.
2. Design or adopt LEP instructional programs recognized as sound by at least some 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 limited English proficiency programs, and make those records available to appropriate staff members and parents or legal guardians.
4. Objectively assess the progress of limited English proficient 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 academically compete with English language peers in all-English instruction. Monitoring of newly reclassified students should take place periodically to insure that the ongoing needs of non-English language background students are addressed,
6. Utilize staffing requirements for LEP programs which require that only qualified educational personnel will be employed to teach LEP students.
7. Evaluate LEP programs periodically and make modifications when necessary.

Legal Reference(s): Title VI of the Civil Rights Act of 1964, 42 U.S.C.2000(d)
34C.RR. Part 100
9 V.S.A. §4502
Vermont State Board of Education Manual of Rules and Procedures, Rule 1250

Cross Reference: