

LIMITED ENGLISH PROFICIENT STUDENTS, NATIVE AND HERITAGE SPEAKERS

Generally

The Essex School Board shall provide programs to improve the education of limited English proficient children by assisting the children to learn English and meet Virginia's challenging academic content and student academic achievement standards. Programs shall also meet the needs of native and heritage speakers.

Assessments

The School Board will annually assess the English proficiency of all students with limited English proficiency. The School Board may also assess native and heritage speakers for world language proficiency.

Notification

The School Board will, not later than 30 days after the beginning of the school year, inform a parent or the parents of a limited English proficient child identified for participation in, or participating in, a program for limited English proficient students of

- the reasons for the identification of their child as limited English proficient and in need of placement in a language instruction education program;
- the child's level of English proficiency, how that level was assessed, and the status of the child's academic achievement;
- the method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;
- how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;
- how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
- the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program;
- in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and
- information pertaining to parental rights that includes written guidance
 - detailing the right that parents have to have their child immediately removed from such program upon their request and the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available, and
 - assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the school division.

For a child who has not been identified for participation in a language instruction education program prior to the beginning of the school year, the School Board shall provide the notice detailed above within 2 weeks of the child being placed in the program.

The information described above will be provided to parents in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.

Students may be accepted and provided English-Second language programs if they entered school in Virginia for the first time after reaching their 12th birthday, and who have not reached age 22 on or before August 1 of the school year. No tuition shall be charged such students, if state funding is provided for such programs.

World Language Credit

Students who are native or heritage speakers of languages other than English may be awarded foreign language credit for demonstration of proficiency in the native or heritage language. Students interested in receiving level 1 or level 2 world language credit must meet specified proficiency requirements through a method acceptable to the Superintendent.

Adopted: April 9, 2012

Revised: September 15, 2014

Legal Ref.: 20 U.S.C. §§ 6311, 6312, 6825, 7012.

Code of Virginia, 1950, as amended, § 22.1-5.

Cross Ref.: IGBC Parental Involvement