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48 ACPS monitors and evaluates EL students in language assistance programs to ensure their progress
49 in acquiring English and grade-level content.

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51 When EL students are proficient in English and exit from language assistance programs, ACPS
52 monitors the exited students for two years to ensure they were not prematurely exited and that they
53 are meaningfully participating in the standard instructional program.

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55 ACPS also meets the needs of EL students who opt out of language assistance programs.

56 57 **Equity for English Learner Students**

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59 ACPS provides EL students with a language instruction education program that is research-based,
60 educationally sound, sufficiently staffed, and enables EL students to speak, listen, read, and write
61 English and meet challenging state standards.

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63 Research-based professional learning focused on integrating EL best practices is provided to
64 ACPS teachers, ensuring that a well-prepared and trained teaching staff supports the language
65 instruction educational programs and EL students.

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67 Professional learning can include but is not limited to

- 68 ● integration of content and language learning,
- 69 ● explicit instruction of language,
- 70 ● trauma-informed teaching,
- 71 ● social-emotional learning, and
- 72 ● culturally responsive language acquisition strategies.

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74 Effective strategies that enhance the language instruction education programs are implemented
75 and include parent, family, and community engagement activities. ACPS ensures

- 76 ● meaningful communication occurs with parents/guardians of EL students;
- 77 ● that EL students have equal opportunities to meaningfully participate in all curricular and
78 extracurricular activities, and specialized and advanced courses and programs; and
- 79 ● that EL students are not unnecessarily segregated.

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81 ACPS also ensures that EL students who have or are suspected of having a disability under the
82 Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of
83 1973 are identified, located, and evaluated in a timely manner and that the language needs of
84 students who need special education and disability-related services because of their disability are
85 considered in evaluations and delivery of services.

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88 Adopted: NEW

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

93 Code of Virginia, 1950, as amended, §§ 22.1-5, 22.1-253.13:4.

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95 Cross Ref.: IA Instructional Goals and Objectives

96 IGBC Parent and Family Engagement

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