

ENGLISH LEARNERS

Alexandria City School Board (Board) provides high-quality educational programs to improve the education of English learners (EL) by assisting the students to learn English and meet Virginia's challenging academic content and student academic achievement standards.

The Board accepts and provides programs for school aged students for whom English is a second language who have not reached age 22 on or before August 1 of the school year. No tuition is charged such students, if state funding is provided for such programs.

The Board annually assesses the English proficiency of all ELs.

Notification

ACPS will, no later than 30 days after the beginning of the school year, inform parents/guardians of an English learner identified for participation in, or participating in, a program for English learner students of:

- The reasons for the identification of the child as an English learner and in need of placement in a language instruction education program;
- The child's level of English proficiency, how ACPS assessed that level, and the status of the child's academic achievement;
- The methods 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, instructional 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 their child;
- How such program will specifically help the child learn English and meet age appropriate academic achievement standards for grade promotion and graduation;
- The specific exit requirements for such program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates 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, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d));
- Information pertaining to parental rights that include written guidance
 - Detailing the right that parents/guardians have to have their child immediately removed from such program upon their request and the options that parents/guardians have to decline to enroll their child in such program or to choose another program or method of instruction, if available and
 - Assisting parents/guardians in selecting among various programs and methods of instruction, if more than one program or method is offered by the school division.

46 For a child whom ACPS has not identified for participation in a language instruction education
47 program prior to the beginning of the school year, ACPS provides the notice detailed above within
48 two weeks of the child being placed in the program.

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

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53 **Notification of Availability of Testing Accommodations**

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55 Each high school principal or principal’s designee notifies each English learner of the availability
56 of testing accommodations available for industry certifications, state licensure examinations,
57 national occupational competency assessments, the Armed Services Vocational Aptitude Battery
58 and the Virginia workplace readiness skills assessment prior to the student's participation in any
59 such certification, examination, assessment, or battery.

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62 Adopted: January 9, 1997
63 Amended: July 1, 2005
64 Amended: April 15, 2015

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67 Legal Refs.: 20 U.S.C. §§ 6311, 6312, 6825.
68 Code of Virginia, 1950, as amended, §§ 22.1-5, 22.1-253.13:4.

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70 Cross Refs.: IA Instructional Goals and Objectives
71 IGBC Parent and Family Engagement

~~ENGLISH LEARNERS~~ English Learner ~~LIMITED ENGLISH PROFICIENT STUDENTS~~

Alexandria City School Board (Board/ACPS) shall provides high-quality language instruction educational programs to improve the —education of ~~limited English proficient~~ English learners (EL) ~~students~~ by assisting the students to learn English and meet Virginia’s challenging academic content and student academic achievement standards.

The Board accepts and provides programs for school aged students for whom English is a second language who have not reached age 22 on or before August 1 of the school year. No tuition is charged such students, if state funding is provided for such programs.

Assessmen

~~The Board ACPS will annually assesses the English proficiency of all ELs/English learners, students with the State approved ACCESS for ELLs English proficiency test, which is aligned with the WIDA English language proficiency standards used by ACPS. with limited English proficiency, EL students in language assistance programs will be monitored and evaluated to ensure their progress in acquiring English proficiency and grade level content. ACPS will also meet the needs of EL students who opt out of language assistance programs. When EL students are proficient in English and exit from language assistance programs, ACPS will monitor the exited students to ensure they were not prematurely exited and that any academic defieis incurred in the language assistance program have been remedied.~~

Notification

ACPS will, not later than 30 days after the beginning of the school year, inform parents/guardians of an English learner the —parent/guardian of each limited English proficient child identified for participation in, or participating in, a program for ~~limi~~ English learner ~~profieient~~ students of:

- The reasons for the identification of the child as ~~limited English proficiean~~ English learner and in need of placement in a language instruction education program;
- The child’s level of English proficiency, how ACPS assessed that level, and the status of the child’s academic achievement;
- The methods 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, instructional 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 their child;
- How such program will specifically help the child learn English and meet age appropriate academic achievement standards for grade promotion and graduation;
- The specific exit requirements for such program, including the expected rate of transition from such program into classrooms that are not tailored for English learners/limited English proficient children, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program); ~~for children in high schools, secondary school for students in such a program;~~

Commented [1]: With revisions this is word for word the VSBA model policy.

Commented [2]: ESEA as amended by ESSA uses English Learner Students terminology

Commented [3]: English learner

Commented [4]: Content relocated to the regulation.

46 • In the case of a child with a disability, how such program meets the objectives of the
47 individualized education program of the child, as described in section 614(d) of the
48 Individuals with Disabilities Education Act (20 U.S.C. 1414(d));

- 49 •
- 50 • Information pertaining to parental rights that include written guidance
 - 51 ○ ~~The notice shall Detailing~~ the right that parents/guardians have to have their
52 child immediately removed from such program upon their request and the options
53 that parents/guardians have to decline to enroll their child in such program or to
54 choose another program or method of instruction, if available and
 - 55 ○ ~~ACPS will Assist~~ing parents/guardians in selecting among various programs and
56 methods of instruction, if more than one program or method is offered by the school
57 division.

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59 For a child whom ACPS has not identified for participation in a language instruction education
60 program prior to the beginning of the school year, ACPS ~~shall~~ provides the notice detailed above
61 within two weeks of the child being placed in the program.

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63 ~~T~~ACPS ~~shall provide~~ The information described above is provided to parents in an understandable
64 and uniform format and, to the extent practicable, in a language that the parent can understand.
65 ~~Secondary EL Students may also be accepted and provided English learner language instruction~~
66 ~~educational~~ English Second language programs if they entered school in Virginia for the first time
67 after reaching their 12th birthday and who have not reached age 22 on or before August 1 of the
68 school year. No tuition shall be charged such students, if state funding is provided for such
69 programs.

70 **Notification of Availability of Testing Accommodations**

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72 Each high school principal or principal's designee notifies each English learner of the availability
73 of testing accommodations available for industry certifications, state licensure examinations,
74 national occupational competency assessments, the Armed Services Vocational Aptitude Battery
75 and the Virginia workplace readiness skills assessment prior to the student's participation in any
76 such certification, examination, assessment, or battery.

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87 Cross Refs.: IA Instructional Goals and Objectives
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