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|  | MURFREESBORO CITY SCHOOL BOARD POLICY | | |
| | Descriptor Term: | Descriptor Number: | Date Adopted: |
| | LIMITED ENGLISH PROFICIENT/ LANGUAGE MINORITY STUDENTS | STU 48 | 10/22/02 |
| | Revision Adopted: | | |

The Board recognizes the need to provide equal educational opportunities for all students in the Murfreesboro City Schools system. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the system, the system shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs. Students in a language minority (LM) or who have limited English proficiency (LEP) will be identified, assessed and provided appropriate services. No child will be admitted to or excluded from the English Language Learners program based solely on surname or LM status.

Definitions

Language Minority (LM): Refers to a student whose linguistic background, such as country of birth or home environment includes language other than English. Language minority is based solely on the student’s language background and not on proficiency.

Limited English Proficiency (LEP): Refers to an LM student whose proficiency in reading, writing, listening or speaking English is below that of grade-and age-level peers. Limited English proficiency is based on the assessment of the student’s English language proficiency.

English for Speakers of Other Languages (ESOL): An instructional approach that can include structured ESOL immersion, content-based ESOL and pull-out instruction.

1. Structured ESOL immersion involves a bilingual teacher and a self-contained classroom.
2. Content-based ESOL allows the student to remain in the regular classroom and focuses on delivering content in an adapted English format.
3. Pull-out ESOL periodically removes students from the regular classroom for instruction in English.

Bilingual Education: An instructional approach that explicitly includes the student’s native language in instruction. This approach requires an instructor fluent in the student’s native language and proficient in content areas and is often used where many LEP students share the same language and where qualified bilingual teachers are available.

Child: Any individual age 3-21.

Parent: Parent, legal guardian or person otherwise responsible for the child.

Language Instruction Education Program: An instructional course in which an LEP child is placed for the purpose of developing and attaining English proficiency while meeting challenging state academic standards as required by law. The program may make instructional use of both English and a child's native language and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

Language Instruction Education Program

The Board directs the administration to develop and implement language instruction education programs that:

1. Appropriately identify language minority students through the use of a Student Home Language Survey. The principal's designee shall develop procedures to ensure that all new and currently enrolled students complete the Home Language Survey.
2. Appropriately identify students with limited English proficiency.
3. Determine the appropriate instructional environment for LEP students.
4. Annually assess the English proficiency of LEP students and monitor the progress of students receiving ESOL or bilingual instruction in order to determine their readiness for the mainstream classroom environment.
5. Provide parents with notice of and information regarding the instructional program as required by law. Parental involvement will be encouraged and parents will be regularly apprised of their child's progress.

Legal References:

PL 107-110 Part A, 3102
PL 107-110 Part A, 3116
PL 107-110 Part A, 1112 (g) & (4)