

7470 INSTRUCTION FOR NON-ENGLISH SPEAKING STUDENTS

The Grand Island Public Schools recognizes the need to provide equitable educational opportunities for all students in the district. Therefore, if the inability to speak and understand the English language due to national origin or non-English speaking environments excludes a student from effective participation in the educational programs offered by the district, the district shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs.

The U.S. Department of Education (ED) and the U.S. Department of Justice (DOJ) issued joint guidance to remind public school districts of their legal obligation to ensure that non-English speaking students can participate meaningfully and equally in educational programs. The board directs the administration to develop and implement procedures and programs to include:

- appropriate and timely identification of potential English Learners (ELs) whose native/home language is a language other than English through a valid and reliable test that assesses English proficiency in speaking, listening, reading, and writing;
- the provision of appropriate Language Instruction Education Programs (LIEPs) for ELs to become proficient in English and to participate equally in the standard instructional program within a reasonable period of time;
- qualified staff and sufficient instructional resources to ensure EL programs are effectively implemented with supplemental and ongoing professional development, as needed;
- access to all curricular and extracurricular programs offered by the district;
- avoidance of unnecessary segregation of EL students except in certain EL programs designed for ELs for a limited portion of the day or period of time;
- evaluation of EL students for special education and providing dual services (language assistance and disability-related services to which students are entitled under federal law);
- monitoring the progress of all ELs in English language proficiency and the acquisition of content knowledge within a reasonable period of time, and monitoring the academic progress of former EL students;
- meaningful communication with the parents of ELs in a language they can understand; and
- evaluation of the district EL programming using accurate data to assess the educational performance of current and former EL students in a comprehensive and reliable manner.

Legal Reference: Title VI, Civil Rights Act of 1964.
Equal Educational Opportunities Act (EEOA) of 1974 20 U.S.C. §§ 1701 et seq.
U.S. Department of Education Office of Civil Rights and U.S. Department of
Justice Civil Rights Division Guidance (2015)
NDE Rule 15 (2018)

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