

ESOL Language Program – LEAs’ Legal Obligations

Title VI of the Civil Rights Act of 1964 and EEOA

1. Monitor and evaluate EL students’ progress in English and academic grade-level knowledge;
2. Exit them when they are proficient in English; and
3. Monitor exited students to ensure they were not prematurely exited.

Evaluate the effectiveness of the LEA’s ESOL Program to ensure EL students acquire English and that the program is reasonably calculated to allow ELs to attain parity of participation in the standard instructional program with a reasonable time period.

Meet the needs of EL students whose parents opt them out of ESOL

Ensure English learners have equal opportunities to participate meaningfully in curricular and extra curricular activities.

Provide EL students with an educationally sound and successful ESOL Program.

Identify and screen all potential EL students in a timely, valid, and reliable manner.

Provide prepared and trained ESOL teachers and staff.

Avoid unnecessary segregation of EL students (i.e. Sheltered & Pull-out Models).

Ensure meaningful communication with EL parents.

Ensure that EL students who have or are suspected of having a disability under IDEA or Section 504 are identified, located, and evaluated in a timely manner and that their language needs are considered in evaluations and services.

