



<p>3. Delegation of Responsibility</p>	<p>through graduation. For students whose dominant language is not English, assessment of the student’s English proficiency level must be completed to determine the need for English as a Second Language instruction.</p> <p>The Superintendent or designee shall implement and supervise an ESL/Bilingual Program that meets the legal requirements for ESL/Bilingual Program compliance.</p> <p>The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the ESL program, including:</p> <ol style="list-style-type: none"> <li>1. Program goals.</li> <li>2. Student enrollment procedures (i.e. Home Language Survey).</li> <li>3. Assessment procedures for program entrance, measuring progress in gaining English proficiency, and program exiting.</li> <li>4. Accommodations for English Language Learners (ELL) in the classroom.</li> <li>5. Grading policies.</li> <li>6. List of resources, including support agencies and interpreters.</li> </ol>
<p>4. Guidelines</p> <p>Pol. 200</p> <p>Pol. 113</p> <p>Pol. 304, 333</p>	<p><u>Guidelines For The ESL/Bilingual Program</u></p> <p>LEP students shall be enrolled upon presentation of a local address and proof of immunization.</p> <p>The ESL/Bilingual program shall be designed to provide instruction to meet each student's individual needs, based on the assessment of English proficiency in reading, writing, listening and speaking. Adequate content area support shall be provided while the student is learning English, to ensure achievement of academic standards.</p> <p>Students who are English language learners may be eligible for special education services once it has been determined that the disability exists and this disability is not solely due to lack of instruction or proficiency in the English language. Students participating in LEP programs who are eligible for special education services shall continue receiving LEP instruction at the appropriate proficiency and developmental level.</p> <p>Certified professional employees and, if necessary, appropriate support staff (e.g., teacher aides) shall provide the ESL/Bilingual program.</p>

	<p>Instructional resources shall be comparable to the resources provided other core academic subjects.</p>
<p>20 U.S.C. Sec. 6812, 6826, 6841</p>	<p>The program shall be evaluated for effectiveness based on the attainment of English proficiency. If ELL are not learning English, the program shall be changed to ensure greater success.</p>
<p>20 U.S.C. Sec. 6812, 6826, 6842 Pol. 102, 217</p>	<p>The ELL shall be required to meet established academic standards and graduation requirements, with accommodations, as adopted by the Board.</p>
<p>20 U.S.C. Sec. 1703 Pol. 122, 123</p>	<p>Students shall have access to and should be encouraged to participate in all academic and extracurricular activities available in the district.</p>
<p>20 U.S.C. Sec. 7012</p>	<p>At the beginning of each school year, the district shall notify parents/guardians of students qualifying for LEP programs regarding the instructional program and parental options, as required by law. Parents/Guardians will be regularly apprised of their student's progress. Communication with parents/guardians shall include information about assessment, academic achievement and other related education issues in the language understood by the parents/guardians, whenever possible.</p>
<p>20 U.S.C. Sec. 6812, 6826, 7012</p>	<p>The district shall maintain an effective means of outreach to encourage parental involvement in the education of their children.</p> <p>ESL/Bilingual programs and services to students attending private schools shall be provided only if, and only to the extent, required by law.</p>

References:

School Code – 24 P.S. Sec. 1205.1, 1205.2

State Board of Education Regulations – 22 PA Code Sec. 4.13, 4.26, 11.11

Equal Education Opportunity Act, amending Education Amendments of 1974 –  
20 U.S.C. Sec. 1703

No Child Left Behind Act – 20 U.S.C. Sec. 6801 et seq.

Title VI, Civil Rights Act of 1964 – 42 U.S.C. Sec. 2000d

Improving Academic Achievement, Title 34, Code of Federal Regulations –  
34 CFR Part 200

Board Policy – 000, 100, 103, 113, 122, 123, 200, 217, 304, 333