SOUTHEASTERN GREENE SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: ENGLISH AS A SECOND

LANGUAGE/BILINGUAL

PROGRAM

ADOPTED: November 15, 2011

REVISED:

138. ENGLISH AS A SECOND LANGUAGE/BILINGUAL PROGRAM

1. Purpose

In accordance with the Board's philosophy to provide a quality educational program for all students, the Southeastern Greene School District shall provide an appropriate planned instructional program for identified students whose dominant language is not English.

The purpose of the program is to increase the English language proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success.

2. Authority Title 22 Sec. 4.26 42 U.S.C. Sec. 2000d 20 U.S.C.

Sec. 6801 et seq

Title 22 Sec. 4.13 Title 22 Sec. 49.16, 49.17 SC 1205.1, 1205.2 Pol. 100, 333, 433

20 U.S.C. Sec. 6801 et seq Title 22 Sec. 11.11 Pol. 200 The school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards. The program shall include bilingual-bicultural or English as a Second Language instruction. The program shall meet the three-pronged test of program compliance: (1) sound research-based education theory, (2) sufficient resources and staffed by appropriate prepared personnel, (3) periodic program evaluation.

The Board shall include provisions for the LEP programs in its Strategic Plan and appropriate training for professional staff in its Professional Education Program.

The Board shall establish procedures for identification of students whose dominant language is not English. The Home Language Survey shall be completed for every student in the district and filed in the student's permanent record folder 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.

138. ENGLISH AS A SECOND LANGUAGE/BILINGUAL PROGRAM - Pg. 2

	Delegation of Responsibility	The Superintendent or designee shall implement and supervise an ESL/Bilingual program that meets the legal requirements for ESL/Bilingual program compliance.
		The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the ESL program.
		1. Program goals.
		2. Student enrollment procedures (i.e. Home Language Survey).
		3. Assessment procedures for program entrance, measurement of progress in gaining English proficiency, and program exiting.
		4. Accommodations for English Language Learners (ELL) in the classroom.
		5. Grading policies.
		6. List of resources including support agencies and interpreters.
4.	Guidelines	Guidelines For The ESL/Bilingual Program
	20 U.S.C. Sec. 1705	LEP students shall be enrolled upon presentation of a local address and proof of immunization.
		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.
	Pol. 404, 433	A PA certified teacher and, if necessary, appropriate support staff (e.g., teacher aides) shall provide the ESL program.
		Instructional resources shall be comparable to the resources provided other core academic subjects.
	20 U.S.C. Sec. 6801 et seq	The program shall be evaluated for effectiveness based on the attainment of English proficiency. If ELLs are not learning English, the program shall be changed to ensure greater success.
	20 U.S.C. Sec. 6801 et seq	The ELL shall be required to meet established academic standards and graduation requirements, with accommodations, as adopted by the Board.
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138. ENGLISH AS A SECOND LANGUAGE/BILINGUAL PROGRAM - Pg. 3

20 U.S.C. Sec. 1703

Students shall have access to and should be encouraged to participate in all academic and extracurricular activities available in the district.

20 U.S.C. Sec. 6801 et seq

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. Communications with parents/guardians shall be in the language understood by the parents/guardians, whenever possible.

References:

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

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

No Child Left Behind Act of 2001, P.L. 107-334, 115 Stat., Title III, Language Instruction For Limited English Proficient And Immigrant Students, amends Title III U.S.C. Sec. 6801 et seq

School Code 24 P.S. Section 1205.1, 1205.2

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

Basic Education Circular July 1, 2001: Educating Students With Limited English Proficiency (LEP) and English Language Learner (ELL)

Lau v. Nichols – 1974 Plyler v. Doe – 1982 Castaneda v. Pickard – 1981