

# WILMINGTON AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: ENGLISH AS A SECOND  
LANGUAGE/BILINGUAL  
PROGRAM

ADOPTED: July 14, 2014

REVISED:

<p>1. Purpose</p> <p>2. Authority Title 22 Sec. 4.26 20 U.S.C. Sec. 6801 et seq Pol. 103</p> <p>SC 1205.1, 1205.2 Title 22 Sec. 4.13 Pol. 100, 333</p> <p>3. Delegation of Responsibility</p>	<p style="text-align: center;">138. ENGLISH AS A SECOND LANGUAGE/BILINGUAL PROGRAM</p> <p>In accordance with the Board's philosophy to provide a quality educational program to all students, the District shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of the program shall be 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. Students who have Limited English Proficiency (LEP) will be identified, assessed and provided appropriate services.</p> <p>The Board shall adopt a program of educational services 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 (ESL) instruction. The program shall meet the three-pronged test of program compliance: (1) sound research-based education theory, (2) sufficient resources and staffed by appropriately prepared personnel, and (3) periodic program evaluation.</p> <p>The Board shall include the provisions for the LEP program in its Comprehensive Plan as required by the PA Department of Education, and appropriate training for professional staff in its Professional Education Plan.</p> <p>The Board may contract with an intermediate unit for Limited English Proficiency services and programs.</p> <p>The Superintendent or designee shall implement and supervise an ESL/Bilingual program that ensures appropriate instruction in each school and meets the legal requirements for ESL/Bilingual program compliance.</p> <p>The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop Administrative Regulations regarding the ESL/Bilingual program, including:</p> <p>1. Program goals.</p>
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<p>4. Guidelines  Title 22  Sec. 11.11  20 U.S.C.  Sec. 6801 et seq  Pol. 200</p> <p>Pol. 200</p> <p>20 U.S.C.  Sec. 1703  Pol. 122, 123</p> <p>20 U.S.C.  Sec. 6812, 6826,  6842  Pol. 102, 217</p> <p>Pol. 113</p>	<ol style="list-style-type: none"> <li>2. Student enrollment procedures (i.e. Home Language Survey).</li> <li>3. Assessment procedures for program entrance, measurement of progress in gaining English proficiency, and program exit.</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>The District shall establish procedures for identifying students whose dominant language is not English. The Home Language Survey shall be completed for every student enrolled in the District and be 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.</p> <p>Students whose dominant language is not English should be enrolled in the District upon presentation of a local address and proof of immunization.</p> <p>Students shall have access to and be encouraged to participate in all academic and extracurricular activities available in the District.</p> <p>The ELL shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.</p> <p>The ESL/Bilingual program shall be designed to provide instruction that meets each student's individual needs, based on the assessment of English proficiency in listening, speaking, reading and writing. 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>
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138. ENGLISH AS A SECOND LANGUAGE/BILINGUAL PROGRAM - Pg. 3

<p>20 U.S.C. Sec. 6812, 6826, 6841</p>	<p>The program shall be evaluated for effectiveness as required, based on the attainment of English proficiency. If the ELL is not learning English, the program shall be changed to ensure greater success.</p>
<p>Pol. 304, 333</p>	<p>Certified professional employees and appropriate support staff, when necessary, shall provide the ESL/Bilingual program.</p>
<p>20 U.S.C. Sec. 7012</p>	<p>Instructional resources shall be comparable to the resources provided other core academic subjects.</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. Communications with parents/guardians shall be 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>References:</p> <p>School Code – 24 P.S. Sec. 1205.1, 1205.2</p> <p>State Board of Education Regulations – 22 PA Code Sec. 4.13, 4.26, 11.11</p> <p>Equal Education Opportunity Act, amending Educational Amendments of 1974 – 20 U.S.C. Sec. 1703</p> <p>No Child Left Behind Act – 20 U.S.C. Sec. 6801 et seq.</p> <p>Improving Academic Achievement, Title 34, Code of Federal Regulations – 34 CFR Part 200</p> <p>Board Policy – 000, 100, 102, 103, 122, 123, 200, 217, 304, 333</p>