

EAST
STROUDSBURG
AREA
SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: ~~LIMITED ENGLISH~~
~~PROFICIENCY ENGLISH AS A~~
~~SECOND LANGUAGE/BILINGUAL~~
~~EDUCATION~~ PROGRAM

ADOPTED: August 19, 2002

REVISED: July 19, 2010

~~1. Purpose~~
~~42 U.S.C.~~
~~Sec. 2000d et seq~~
~~Pol. 102, 103~~

138. LIMITED ENGLISH PROFICIENCY ENGLISH AS A SECOND LANGUAGE/BILINGUAL EDUCATION PROGRAM

In accordance with the Board’s philosophy to provide a quality educational program for all students, the East Stroudsburg Area School District shall provide an appropriate planned instructional program for all limited English proficient (LEP) students whose dominant language is not English.

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

To meet these program goals, instruction strives for the development of listening, speaking, reading, and writing skills in English, the provision of an educational environment which helps the LEP student understand and cope with his/her new cultural setting, and the provisions for a source of support as the student endeavors to increase autonomy in the new culture. The emphasis of instruction will vary somewhat depending upon the needs of the individual student(s).

Students who have Limited English Proficiency (LEP) shall be identified, assessed and provided instruction, and shall be provided an equal opportunity to achieve their maximum potential in educational programs and extracurricular activities, consistent with federal and state laws and regulations.

2. Authority
~~22 Pa. Code 4.26~~
~~Civil Rights Act~~
~~Of 1964, Title VI~~
~~Equal Educational~~
~~Opportunities Act~~
~~Of 1974~~
~~P.L. 103-382,~~
~~Title VII~~
~~P.L. 105-17~~
~~(IDEA)~~
Title 22

The Board adopts this policy to meet the school district’s responsibility to satisfy the mandates of federal and state law to provide students having limited English proficiency with an appropriate planned instructional program designed to facilitate 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, based on research-based language learning theory, supported by necessary resources and appropriately trained staff, and shall be evaluated periodically.

<p><u>Sec.4.26</u> <u>20 U.S.C.</u> <u>Sec. 6801 et seq</u> <u>Pol. 102, 103</u></p> <p>3. Delegation of Responsibility</p> <p>4. Definitions</p>	<p>The Board shall include provisions for the LEP program in its Strategic Plan.</p> <p>The Board shall include provisions for LEP professional education for ESL teachers, classroom teachers of LEP students, and new teachers in its Professional Education Plan.</p> <p>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 school 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.</p> <p>The Superintendent or designee shall will implement and supervise an <u>ESL/Bilingual Education</u> LEP program that ensures appropriate LEP instruction in each school that provides for an articulated planned course of alternate language instruction that meets the legal requirements of federal and state laws and regulations for ESL/Bilingual program compliance.</p> <p>The Superintendent, <u>or designee</u>, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding LEP <u>ESL/Bilingual Education program instruction</u>, including:</p> <ol style="list-style-type: none"> 1. Program goals. 2. Student enrollment procedures. 3. Assessment procedures for program placement, assessment of progress, and program exit. 4. Classroom accommodations. 5. Grading policies. 6. List of resources, including support agencies and interpreter. <p>The Improving America’s Schools Act defines a limited English proficient student as one who:</p>
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<p>5. Guidelines</p>	<ol style="list-style-type: none"> 1. a. Was not born in the United States or whose native language is other than English and comes from an environment where a language other than English is dominant. b. Is a Native American or Alaska Native who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such an individual's level of English language proficiency. c. Is migratory and whose native language, other than English, is dominant. <p>2. Has sufficient difficulty speaking, reading, writing or understanding the English language and whose difficulties may deny such an individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.</p> <p>English as a Second Language (ESL) instruction – is an academic discipline that is designed to teach English language learners social and academic language skills as well as the cultural aspects of the English language necessary to succeed in an academic environment and contribute to society. It involves teaching listening, speaking, reading, and writing at appropriate developmental and proficiency levels with little or no use of the native language. Courses of study must be articulated K-12 and must be correlated to the Pennsylvania Academic Standards for Reading, Writing, Speaking and Listening. ESL program models include departmentalization, sheltered, intensive, pull-out and push-in ESL.</p> <p>Bilingual Education – is a carefully planned instructional program that provides ESL instruction and utilizes the student's native language as the medium for instruction in the content areas. It also provides language arts instruction in the student's native language. Programs where the native language is used for clarification during content instruction only are not considered bilingual educational programs. Bilingual educational models include transitional, developmental and dual-language programs.</p> <p>English language learners must be enrolled upon presentation of a local address and proof of immunization. Students identified as migrant and who are English language learners must be provided ESL instruction as any other student eligible for ESL instruction.</p> <p>The school district shall establish procedures for identifying students whose dominant language is not English. For students whose dominant language is not English, an assessment of the student's level of English proficiency must be</p>
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	<p>completed by appropriate staff to determine the need for English as a Second Language instruction.</p> <p>If it is determined that a student is in need of ESL services, the student will be placed in an age-appropriate grade level, to the extent that such a level can be determined. Regular education teachers in conjunction with ESL staff will develop accommodations in the educational program for LEP students in order to help them be successful in the regular education program. LEP students will be evaluated with the same frequency as regular program students. At the elementary level, a narrative report card may be used for an LEP student to provide meaningful information regarding academic progress, until such time as the student proves to be capable of</p> <p>functioning successfully in the regular educational program. At the secondary level, a numerical system of grading will be used for LEP students. ELLs will be graded using the same grading system as all other students.</p> <p>Students participating in ESL programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board. The ESL specialists will monitor each LEP student's performance in the regular education program, assisting regular education teachers to make appropriate accommodations.</p> <p>LEP students shall have access to and be encouraged to participate in all academic and extracurricular activities available in the school district.</p> <p>Standardized tests of intelligence, and other such test instruments, such as are used in determination of special education, will be administered in a manner free from cultural and racial bias, and in the student's primary or native language or preferred mode of communication.</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. The established procedures and timelines for determining the disability and, when appropriate, developing an Individual Education Plan, must be followed. All English language learners eligible for special education services, whether in school district or intermediate unit classes, must continue receiving ESL instruction at the appropriate proficiency and developmental level.</p> <p>English language learners will exit from the ESL program as soon as they can perform the accepted level of proficiency on state and school district standards-based assessments in listening, speaking, reading, and writing.</p>
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	<p>The program shall be evaluated for effectiveness as required, based on the attainment of English proficiency, and shall be revised when necessary.</p> <p>Certified professional employees shall provide the program.</p> <p>The school district shall maintain an effective means of outreach to encourage parent involvement in the education of their child(ren). At the beginning of each school year, the school district shall notify parents of students qualifying for ESL programs regarding instructional program, as required by law. Parents will be regularly apprised of their child's progress. Communications with parents shall be in the language understood by the parents, whenever possible.</p> <p>References:</p> <p>Title VI, Civil Rights Act of 1964 – 42 U.S.C. Sec. 2000d</p> <p>Equal Education Opportunity Act, amending Educational Amendments of 1974 – 20 U.S.C. Sec. 1703</p> <p>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</p> <p>School Code 24 P.S. Section 1205.1, 1205.2</p> <p>State Board of Education Regulations 22 PA Code Sec. 4.13, 4.26</p> <p>Basic Education Circular July 1, 2001, Reviewed April 14, 2009: Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL)</p> <p>Lau v. Nichols – 1974 Plyler v. Doe – 1982 Castaneda v. Pickard – 1981</p>
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