

# EAST STROUDSBURG AREA SCHOOL DISTRICT

SECTION: PROGRAMS  
 TITLE: ENGLISH AS A SECOND LANGUAGE/BILINGUAL LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM FOR ENGLISH LEARNERS  
 ADOPTED: August 19, 2002  
 REVISED: July 19, 2010  
 October 19, 2015  
2018

<p>1. Purpose                  42 U.S.C.                  Sec. 2000d et seq                  Pol. 102, 103</p> <p>2. Authority                  Title 22                  Sec.4.26                  20 U.S.C.                  Sec. 6801 et seq                  Pol. 102, 103</p>	<p>138. <u>ENGLISH AS A SECOND LANGUAGE/BILINGUAL LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM FOR ENGLISH LEARNERS</u></p> <p>In accordance with the Board’s philosophy to provide a quality educational programs for all <u>district</u> students <u>and to increase the English language proficiency of student who are English Learners (EL)</u>, the East Stroudsburg Area School District shall provide an <u>effective Language Instruction Educational Program (LIEP) that meets the needs of English Learners.</u> <del>appropriate planned instructional program for all limited English proficient (LEP) students whose dominant language is not English.</del></p> <p>The <del>purpose goal</del> of the <del>LIEP program is shall be</del> to <u>demonstrate success in increasing the English language proficiency and student academic achievement so that EL of these students so that they</u> can attain the academic standards adopted by the Board and achieve academic success.</p> <p><del>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).</del></p> <p><del>Students who have Limited English Proficiency (LEP) EL students</del> shall be identified, assessed and provided <u>appropriate instruction in accordance with the LIEP</u>, and shall be provided an <u>equalequitable</u> opportunity to achieve their maximum potential in educational programs and extracurricular activities, consistent with federal and state laws and regulations.</p> <p><del>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.</del></p>
--	--

~~The Board shall include provisions for the LEP program in its Strategic Plan.~~

~~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.~~

~~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.~~

The Board shall approve a LIEP to provide English Language Development instruction (ELD) to EL students as part of the approved curriculum, in order to develop the English language proficiency of EL students. The district shall provide EL students with both planned ELD instruction and modifications in content instruction and assessments for all curricular areas, based on the provisions of the LIEP. The LIEP shall be thoughtfully and deliberately planned and evaluated in accordance with state and federal laws and regulations, and shall meet the needs of the district's EL students. The LIEP shall be based on effective research-based theory, implemented with sufficient resources and appropriately trained staff, and shall meet the following requirements:

1. Aligned to state academic content standards for the appropriate grade levels of EL students.
2. Include ELD instruction delivered by properly certified English as a Second Language (ESL) teachers, and other certified content area teachers working in conjunction with ESL certified teachers.
3. Incorporate the use of state assessments and ELD criteria.
4. Provide equitable access to content for EL students at all proficiency levels.
5. Provide equitable access to enrollment in courses or academic programs for which EL students are otherwise eligible.

The Board directs the LIEP to be evaluated for effectiveness based on student outcomes at least annually, and the results documented in accordance with state and federal laws and regulations, and state guidelines.

The district's LIEP and evaluation results of the LIEP shall be made available to district staff working with EL students and parents/guardians of EL students.

The Board may address EL students and programs in the district's comprehensive

138. ENGLISH AS A SECOND LANGUAGE/BILINGUAL LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM FOR ENGLISH LEARNERS- Pg. 3

<p>3. Delegation of Responsibility</p>	<p><u>planning process.</u></p> <p><u>The Board may contract with Colonial Intermediate Unit No. 20 for ELD services and programs.</u></p> <p><u>The Board shall ensure that eligible EL students who are enrolled in nonpublic schools are identified, assessed, evaluated, provided with equitable LIEP services and programs and monitored in accordance with applicable laws and regulations. The district shall coordinate with nonpublic schools in the provision and monitoring of services and programs for eligible EL students.</u></p> <p><del>The Superintendent or designee shall implement and supervise an <u>ESL/Bilingual Education program</u> LIEP that ensures appropriate instruction in each school that provides for an articulated planned course of alternate language instruction that meets the legal requirements of and complies with federal and state laws and regulations, for ESL/Bilingual program compliance.</del></p> <p><u>The Superintendent or designee shall ensure that the district complies with all federal and state laws and regulations, and program requirements, for ELD program funding, including required reports in the form prescribed by the state.</u></p> <p>The Superintendent, or designee, in conjunction with appropriate stakeholders, shall develop <del>and disseminate written procedures</del> <u>administrative regulations</u> regarding <del>ESL/Bilingual Education program</del> <u>the LIEP and provisions of services to EL students, including:</u></p> <ol style="list-style-type: none"> <li><del>1. Program goals.</del></li> <li><del>2. Student enrollment procedures.</del></li> <li><del>3. Assessment procedures for program placement, assessment of progress, and program exit.</del></li> <li><del>4. Classroom accommodations.</del></li> <li><del>5. Grading policies.</del></li> <li><del>6. List of resources, including support agencies and interpreter.</del></li> </ol>
<p>4. Definitions</p>	<p>The Improving America's Schools Act defines a <b>limited English proficient student</b> as one who:</p> <ol style="list-style-type: none"> <li><del>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</del></li> </ol>

~~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~~

~~e.—Is migratory and whose native language, other than English, is dominant~~

~~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~~

~~**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.~~

~~**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.~~

54. Guidelines

~~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.~~

~~**Identification and Placement of EL Students**~~

~~The district shall establish procedures for identifying and assessing the needs of students whose dominant language is not English. In order to identify which students are potential English Learners, the Home Language Survey shall be completed for each student upon enrollment in the district, and shall be maintained as part of the student's education records.~~

EL students shall be appropriately placed in accordance with the LIEP within the first thirty (30) days of the school year, or within fourteen (14) days of enrollment.

~~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 completed by appropriate staff to determine the need for English as a Second Language instruction.~~

**Program Access**

EL students shall have equitable access to and be encouraged to participate in all academic and extracurricular activities available to district students.

~~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 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.~~

**Assessment**

The district shall annually administer required assessments to EL students to measure students' English Language proficiency and progress in reading, writing, speaking and listening/understanding. Assessment results shall be maintained in the student's education records. Parents/Guardians may not opt students out of English language proficiency assessments.

EL students shall participate in all annual state or locally required assessments, with accommodations where applicable, and meet established academic standards and graduation requirements, in accordance with law, regulations and Board policy.

~~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.~~

**Program Exit**

The district shall include uniform provisions in the LIEP, in accordance with state

required criteria, for:

1. Reclassifying EL students as former EL students when they attain English language proficiency.
2. Actively monitoring and reporting the progress of former EL students for a period of two (2) years following reclassification and program exit.
3. Redesignating former EL students as active EL students if they struggle academically based on persistent language barriers.

~~LEP students shall have access to and be encouraged to participate in all academic and extracurricular activities available in the school district.~~

#### **Staff Qualifications and Professional Development**

Certified employees and appropriate support staff, when necessary, shall provide the LIEP. The district shall ensure that all teachers providing ELD instruction hold the appropriate certification and can demonstrate academic language proficiency both in English and in the language used for instruction in their classroom.

Non-EL staff shall incorporate ELD into all classes for EL students, as well as provide supports, modifications and accommodations for curricular content to enable EL students to achieve academic standards.

The district shall provide appropriate training in ELD for all professional staff as part of the Professional Development Plan.

~~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.~~

#### **Special Education and Gifted Education Services**

EL students may be eligible for special education services when they have been identified as a student with a disability and it is determined that the disability is not solely due to lack of instruction or proficiency in the English language.

EL students may be eligible for gifted education services, when identified in accordance with law, regulations and Board policy. The district shall ensure that assessment of a student for gifted education services screens for intervening factors, such as English language proficiency, that may be masking gifted abilities.

Students participating in ELD instruction who are eligible for special education services shall continue receiving ELD instruction, in accordance with their Individualized Education Program (IEP) or Gifted Individualized Education Plan (GIEP), at the appropriate proficiency and developmental level.

~~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.~~

**Parent/Family Engagement and Communication**

Communications with parents/guardians shall be in the mode and language of communication preferred by the parents/guardians.

Within thirty (30) days of the beginning of each school year, or within fourteen (14) days of enrollment during the school year, the district shall notify parents/guardians of students identified as EL about the process for identifying their children as EL, the results of that process, and the recommended program placement. The district shall also provide parents/guardians with detailed information regarding the LIEP, the benefits of ELD instruction for their children, and an explanation of the program's effectiveness.

Parents/Guardians shall be regularly apprised of their child's progress, including achievement of academic standards and assessment results.

The district shall maintain an effective means of outreach to encourage parental involvement in the education of their children.

~~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.~~

**Parental Right to Opt Out of ELD Programs and Services -**

Parents/Guardians of EL students have the right to refuse specialized programs and services that may be part of the LIEP for their child. A parent's/guardian's decision to refuse programs or services must be informed and voluntary; the district shall not influence a parent's/guardian's decision in any way, or make any program or placement determinations without parental notification and an opportunity to opt the student out of programs and services.

The district shall make a parental waiver form available for parents/guardians to opt their EL child out of ELD programs and services.

The district shall document all notifications made to parents/guardians regarding assessment and recommended placements and programs for EL students, and

138. ENGLISH AS A SECOND LANGUAGE/BILINGUAL LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM FOR ENGLISH LEARNERS- Pg. 8

whether or not a parental waiver form is received. When a waiver form is not received from the parent/guardian, the district shall proceed with the recommended placement.

EL students who have a parental waiver for ELD programs and services shall be assessed on English language proficiency annually, and shall be provided with supports and accommodations to participate in general curricular and extracurricular programs, in order to meet academic standards and graduation requirements

Parents/Guardians of EL students who have been opted out of ELD programs and services shall be notified of their child's progress, including achievement of academic standards and assessment results, and shall be provided with opportunity and a form to opt their child back into ELD programs and services

~~The program shall be evaluated for effectiveness as required, based on the attainment of English proficiency, and shall be revised when necessary.~~

~~Certified professional employees shall provide the program.~~

References:

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

~~Equal Education Opportunity Act, amending Educational 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~~

~~Basic Education Circular July 1, 2001, Reviewed April 14, 2009: Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL)~~

~~Lau v. Nichols—1974~~

~~Plyler v. Doe—1982~~

~~Castaneda v. Pickard—1981~~

~~42 U.S.C. 2000d et seq~~

~~20 U.S.C. 1703, 6312, 6318, 6801 et seq, 6812, 6823, 6826, 6841, 7011, 7801~~



138. ENGLISH AS A SECOND LANGUAGE/BILINGUAL LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM FOR ENGLISH LEARNERS- Pg. 9

	<p><u>Pol. 100, 102, 103, 103.1, 105.1, 113, 114, 115, 122, 127, 23, 200, 212, 217, 303, 333, 404, 433, 504, 533, 918</u></p> <p><u>22 PA Code 4.26, 4.51, 4.51a, 4.51b, 4.51c, 4.52, 11.11</u></p> <p><u>34 CFR Part 200</u></p> <p><u>Basic Education Circular, July 1, 2017: Educating English Learners (ELs)</u></p>
--	--