

<p>3. Delegation of Responsibility</p>	<p>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 a 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.</p> <ol style="list-style-type: none"> 1. Program goals. 2. Student enrollment procedures (i.e., Home Language Survey). 3. Assessment procedures for program entrance, measuring 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.
<p>4. Guidelines</p> <p>Pol. 113</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 ESL programs who are eligible for special education services shall continue receiving ESL instruction at the appropriate proficiency and developmental level.</p>

<p>Pol. 304, 333</p>	<p>A PA certified teacher hired as a teacher and, if necessary, appropriate support staff (e.g., teacher aides) shall provide the ESL 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 ELLs are not learning English, the program shall be changed to ensure greater success.</p>
<p>20 U.S.C. Sec. 6812, 6826, 6841 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 the 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>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, 113, 122, 123, 200, 217, 304, 333</p>