

WELLSBORO AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: LIMITED ENGLISH
PROFICIENCY PROGRAM

ADOPTED: October 11, 2005

REVISED: March 13, 2018

Purpose

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 goal 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) **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.**[1][2][3]

Authority

The Board shall **approve a written program plan** of educational services for students whose dominant language is not English. The program **plan** shall include English as a Second Language (ESL) or bilingual/bicultural instruction. The **ESL/Bilingual Education** program shall be based on effective research-based theory, implemented with sufficient resources and appropriately trained staff, and evaluated periodically.[3][4][5][6]

The Board **may address LEP students and programs in the district's comprehensive planning process, and shall include** appropriate training for professional staff in **the Professional Development Plan as necessary to provide an appropriate ESL/Bilingual Education program in compliance with law and regulations.**[7][8]

The Board may contract with BLAST
Intermediate Unit No. 17 for **ESL/Bilingual Education** services and programs.

Delegation of Responsibility

The Superintendent or designee shall implement and supervise an **ESL/Bilingual Education** program that ensures appropriate instruction in each school and complies with federal and state laws and regulations.

The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop administrative regulations regarding the **ESL/Bilingual Education** program.

Guidelines

The district shall establish procedures for identifying and assessing the needs of students whose dominant language is not English. The Home Language Survey shall be completed for each student **upon enrollment** in the district, and **shall** be filed in the student's permanent record folder through graduation.[5][9][10]

The **ESL/Bilingual Education** 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 assure achievement of academic standards.[2]

Certified employees and appropriate support staff, when necessary, shall provide the **ESL/Bilingual Education** program. **The district shall ensure that all teachers in the ESL/Bilingual Education program hold the appropriate certification and can demonstrate academic language proficiency both in English and in the language used for instruction in their classroom.**[11]

The **ESL/Bilingual Education** program shall be evaluated **periodically to ensure all components are aligned and working effectively to facilitate the acquisition of the English language and achievement of academic standards**, and shall be revised when necessary **to ensure greater student achievement.**[12][13][14]

Students who are English Language Learners (ELL) 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.[6][15]

Students who are ELL 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 LEP, that may be masking gifted abilities.[16]

Students participating in **ESL/Bilingual Education** programs who are eligible for special education services shall continue receiving **ESL/Bilingual Education** instruction, **in accordance with their Individualized Education Program (IEP) or Gifted Individualized Education Plan (GIEP)**, at the appropriate proficiency and developmental level.[6][15][16]

Students participating in **ESL/Bilingual Education** programs shall be required, with accommodations, to **participate in assessments and** meet established academic standards and graduation requirements adopted by the Board.[2][12][13][14][17][18][19][20][21][22][23][24]

Students shall have access to and be encouraged to participate in all academic and extracurricular activities available **to district students.**[25][26][27][28]

Students shall exit from the ESL/Bilingual Education program in accordance with state required exit criteria.[13]

The district shall monitor ELL who exit from the ESL/Bilingual Education program.[14]

Family Engagement and Communication

Communications with parents/guardians shall be in the mode and language

of communication preferred by the parents/guardians.[1][29]

At 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 **enrolled in ESL/Bilingual Education** programs regarding the instructional program **provided to their student**.[29]

Parents/Guardians **shall** be regularly apprised of their student's progress, **including achievement of academic standards and assessment results**.[23][30]

Parents/Guardians shall be notified of their right to opt the student out of supplemental ESL/Bilingual Education programs/opportunities provided through federal funding, in accordance with applicable law.[29]

The district shall notify parents/guardians of students in ESL/Bilingual Education programs within thirty (30) days, or within fourteen (14) days of enrollment, if the district fails to meet annual measurable performance objectives, as required by law.[29]

The district shall maintain an effective means of outreach to encourage parental involvement in the education of their children.[12][13][29]

NOTES:

If the district does not receive Title III federal funding, policy may be revised based on advice of school solicitor.

If district has three (3) employee sections, remember to change the policy

cites in the policy and references.

PSBA Revision 6/15 © 2015 PSBA

Legal

1. 42 U.S.C. 2000d et seq
2. Pol. 102
3. Pol. 103
4. 22 PA Code 4.26
5. 20 U.S.C. 6801 et seq
6. Pol. 103.1
7. Pol. 100
8. Pol. 333
9. 22 PA Code 11.11
10. Pol. 200
11. Pol. 304
12. 20 U.S.C. 6812
13. 20 U.S.C. 6826
14. 20 U.S.C. 6841
15. Pol. 113
16. Pol. 114
17. 20 U.S.C. 6842
18. 22 PA Code 4.51
19. 22 PA Code 4.51a
20. 22 PA Code 4.51b
21. 22 PA Code 4.51c
22. 22 PA Code 4.52
23. Pol. 127
24. Pol. 217
25. 20 U.S.C. 1703
26. Pol. 115
27. Pol. 122
28. Pol. 123
29. 20 U.S.C. 7012
30. Pol. 212
- 34 CFR Part 200
- Pol. 105.1

Last Modified by Linda Gamble on January 23, 2018

BoardDocs is intended for the use of subscribers and licensed customers. All users are required to read and follow the acceptable use policy.

