



<p>20 U.S.C. Sec. 6801 et seq Title 22 Sec. 11.11</p>	<ul style="list-style-type: none"><li>b. To integrate ELL students into mainstream classes.</li><li>c. To increase all students' oral language proficiency, reading comprehension, and writing.</li><li>d. To coordinate the child's educational program to ensure continuity and reduce fragmentation.</li><li>e. To enhance concept clarification with native language support, when possible.</li><li>f. To facilitate communication between the home and school.</li></ul> <p>2. Student Enrollment Procedures:</p> <p>The Home Language Survey shall be completed for every student in the district and filed in the student's permanent record folder through graduation. For those students whose primary language is other than English, formal language assessments will be administered to determine the student's English proficiency level.</p> <p>3. Assessment Procedures:</p> <p>The Center for Language Assessment (CLA) registers and tests all entering students whose home language is other than English. An evaluator, bilingual in Spanish and English, assesses students to determine language proficiency and reading level. Writing and math proficiency tests are also administered. These test results determine entry level at the beginner, intermediate, advanced, or regular levels.</p> <p>ESOL teachers monitor the performance of students twice a year as they move through the stages of oral language, reading and writing.</p> <p>Multiple assessment measures are utilized to exit students when competency is demonstrated in oral language, reading and writing.</p> <p>4. Classroom Accommodations:</p> <p>ESOL instruction must be aligned with corresponding standards and adapted to meet the needs of the students. Teachers must adapt courses of study to meet student needs.</p>
---	---

<p>4. Guidelines 20 U.S.C. Sec. 6801 et seq</p> <p>20 U.S.C. Sec. 1703 Pol. 203</p> <p>20 U.S.C. Sec. 6801 et seq</p> <p>20 U.S.C. Sec. 6801 et seq</p>	<p>5. Grading Policies:</p> <p>Grades reflect student progress in the acquisition of the English language and performance on standards-based curriculum with appropriate accommodations as needed.</p> <p>6. List of Resources:</p> <p>Instructional resources shall be comparable to the resources provided other core academic subjects. Personnel resources may include: Center for Language Assessment, ESOL coordinator, bilingual secretaries, bilingual evaluators, K-12 staff of ESOL teachers, language guides/instructional aides, interpreters/translators available upon request, family centers, Administrator for Minority Affairs.</p> <p>The district shall establish procedures for identifying students whose dominant language is not English. The Home Language Survey shall be completed for each student 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. Students shall have access to and be encouraged to participate in all academic and extracurricular activities available in the district.</p> <p>Students participating in ESOL programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.</p> <p>The ESOL 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.</p> <p>Limited English Proficient (LEP) students who are eligible for special education services (SPEDLEP) will continue to receive ESOL services deemed necessary by the student's Individual Education Plan (IEP). A team of professional employees knowledgeable in second language acquisition will determine the duration and frequency of ESOL support.</p> <p>The ESOL program shall be evaluated for effectiveness as required, based on the attainment of English proficiency, and shall be revised when necessary.</p>
---	--

Pol. 404, 433	Certified professional employees and appropriate support staff, when necessary, shall provide the ESOL program.
20 U.S.C. Sec. 6801 et seq	At the beginning of each school year, the district shall notify parents/guardians of students qualifying for ESOL programs regarding the instructional program and parental options, as required by law. Parents/Guardians will be regularly apprised of their child's progress. Communications with parents/guardians shall be in the language understood by the parents/guardians.
20 U.S.C. Sec. 6801 et seq	The district shall maintain an effective means of outreach to encourage parental involvement in the education of their children.
	<p>References:</p> <p>Title VI, Civil Rights Act of 1964 – 42 U.S.C. Sec. 2000d</p> <p>Equal Education Opportunity Act, amending Education 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. Sec. 1205.1, 1205.2</p> <p>State Board of Education Regulations – 22 PA Code Sec. 4.13, 4.26, 11.11</p> <p>Basic Education Circular July 1, 2001: Educating Students With Limited English Proficiency (LEP) and English Language Learner (ELL)</p> <p>Lau v. Nichols – 1974  Plyler v. Doe – 1982  Castaneda v. Pickard – 1981</p>